Childhood Education

On Being a Friend

April 1953

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JOURNAL OF

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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"Where Do We Go Now?" is the topic for the May issue. The direction is pointed through the editorial by Katherine Read, Corvallis, Ore.

"Today Is the Tomorrow of Yesterday" is the intriguing title by Daisy Jones, Richmond, Ind.

"Has It Been a Good Year?" by Joseph S. Preston, Bronxville, N. Y., and "We'll Make Next Year Better" by Robert Fox, Ann Arbor, Mich., are two approaches to evaluation and how it is used.

"Student Teachers Look at Student Teaching" is an evaluation of a very important process by three future teachers.

A report of the way a region works to improve its schools has been prepared by Harold S. Drummond, Nashville, Tenn.

Suggestions for summer reading is a "don't miss" special feature prepared by Winifred E. Bain and Marie T. Cotter.

The second section contains two articles on music: "Music With Young Children," Edna Buttolph; "We, Too, Need Music," by Earluth Epting.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

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Subscription $4.50. ACEI membership (including subscription) $7.00. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright 1953, Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th ST. N. W., WASHINGTON 5, D. C.

"As long as we love, we serve. As long as we are loved by others I would almost say we are indispensable and no one is useless while he has a friend."—R.L.S.

ON BEING

FRIENDSHIP IS A SORT OF LADDER. On its rounds much that is worth while in the world finds a place. Love is there, the basis of family life. Trust, confidence, and integrity are there, the foundation upon which the business world is built. Loyalty is there, the backbone of national existence. There are respect, wonder, even reverence. Admiration, liking, affection, esteem, all are there—forces that build, build the receiver and build the giver.

What is it that having a friend does for us? Is it confidence in our own worth that the friend gives us? Worth earned because somehow we have won the love of someone who is not obliged to give us this esteem, loyalty, and trust? "A soul thus supported outdoes itself," wrote Eustace Budgell in *The Spectator*. And Thackeray said, "Under the magnetism of friendship the modest man becomes bold; the shy, confident; the lazy, active; or the impetuous, prudent and peaceful." There is no question but that sharing with a friend doubles one's joys and halves one's sorrows. There is a kind of magic in friendship.

It is fun to make friends. It is one of the jolliest adventures. It leads into interesting and rewarding experiences. It broadens one's outlook, gives confidence in one's capacities, enriches one's sympathies, and makes one feel that life is very much worth living. If anyone doubts this, let him read David Grayson's *Adventures in Friendship* or Ruth Sawyer's *This Way to Christmas* and then try it out himself.

Cultivating a friend is like traveling in a country. Perhaps it is a new country and one is discovering the interesting things about it. Perhaps it is a realm one knows and loves and likes to return to. Take Emmy, for instance. She was well into her nineties, blind and bedridden, but one always left her with a feeling of reverence for a soul that could have seen so much, met so much, lived so effectively, and come near life's end with such serene and confident knowledge of what makes life worth while.

Making a friend is opening a new chapter in one's life: exchanging opinions, questioning and being questioned, brushing against someone else's point of view, meeting new ideas, having one's thinking challenged, being compelled to clarify one's reasons, receiving helpful suggestions on problems (and some that are ridiculously inappropriate), finding new ways of doing things. All these widen horizons, make life interesting, and impart vigor and vitality.

There are friends for every need: the newsboy on the corner with his ready smile; the man who catches the same early morning bus and remarks, "We missed you yesterday"; the friend with whom you like to go shopping; and the friend to whom you can unburden your heart, sure of understanding and sympathy. Then there is the friend whose presence gives a feeling of peace and security. No conversation is necessary —just sure, happy confidence, and peace. Nine-year-old Marcella writes of her friendships, "All of my friends are not children. The dogs, cats, and birds in our neighborhood are my friends. My relations are my friends, my neighbors

Elizabeth Neterer is principal of Madrona School, Seattle, Washington.

By ELIZABETH NETERER

A FRIEND

are my friends. I have adult friends, animal friends, children friends, and heavenly friends, because I have made friends with them, and I have tried my best to keep my friends."

Being a Friend

Making friends requires such simple doing. A cheery greeting or a friendly smile, a tactful interest or a remembered courtesy. These heart-warming contacts require so little in the way of doing but are very rewarding. They bring a smile to the lips, a song to the heart, a glow to the day, and a satisfaction in living.

Little as it takes to start a friendly interest, it requires a great deal in the way of *being* somebody to nurture a friendship. To be worthy of a friend one must *be* friendly, *be* forgetful of self, *be* dependable, *be* loyal, *be* understanding. *Being* is more difficult, takes more patient toil, is more vital than just doing. A person can *do* without *being*. One cannot *be* without *doing*. Being a friend is one of the highest attainments of the human soul.

But it starts with simple kindly acts and grows with practice, increasing as interest develops and one becomes more and more understanding of the desires, perplexities, problems, joys, and sorrows of the friend. It culminates in an immeasurable capacity for forgiveness. Therein lies its kinship to the Great Forces of the Universe.

A Friend to Children

Friendships with people one's own age are priceless; but making friends with children is rejuvenating beyond belief. Children give a new and naive outlook on life. Attainments that are impossible from an adult point of view are expected as a matter of course by children. Children are not hampered by the discouragement that failure brings those of us who have met it time and again and have let ourselves become limited thereby. A revitalized view of living is the reward of those who are patient enough and quiet enough to listen to a child.

Children respond warmly to a smile or friendly greeting. Mary Jane wrote, "If you are walking along and an adult says hello it makes you feel like you wish you knew them." One fifth-grade teacher is the idol of his boys because he laughs easily and plays ball with them at noon, partly for the joy of the game and partly for the fun of being with the boys.

Seeing ourselves as others see us is good medicine but sometimes hard to take. What children expect in friends, especially grown-up friends, makes an interesting mirror for us to view ourselves humbly. A group of fourth graders was asked to write some of the qualities they would like their friends, particularly adult friends, to have.

Over and over there appeared the desire for kindness, good nature, cheerfulness, friendliness, for letting them feel happy, appreciated, and loved. "What makes me decide whether I want a person for a friend," wrote Astri, "is because they are happy and cheerful." Sharon's friends are "nice to me. They don't push me around." Nancy judges her friend by "the way he talks and most important the way he feels tords me." Several children appreciated help when trying to cross busy streets and one liked to know he was doing right.

Children accept as friends those that treat them with fairness and the same

courteous consideration that adults show each other. Children live in a world of grown-ups fenced in by "don't's." By and large, they accept these don't's as normal prerogatives of adults. However, children's standards of fairness are high and their inexperience in what is practical makes it hard for them to see fairness in many "no's" and "don't's." When their desires come into head-on conflict with a "no" for which they cannot see the fairness, they break into open rebellion.

Max found that out when his group of sixth-graders wanted to go to the park to play but he insisted they remain in the room to complete work they had been dallying about doing. It took a firm hand and quiet manner to keep control of the situation. Not until the next day, when feelings had cooled down and time had brought reflection could the group calmly discuss the situation to evaluate what they come to school to do and wherein lies the responsibility of the teacher. Finally they could discover the fact that all of us, all the time, are penalized because of the weaknesses and failings of those who do not accept their responsibilities.

A Friend Works Things Out

Children do not like to be drawn into difficulty with grown-ups and are touchingly grateful when an understanding friend helps them work things out. Such a friend one day, was John, principal of a county elementary school.

It was the last afternoon before the Christmas holidays and school was being dismissed early, at two o'clock. At 1:15, a note came to John, the principal, from the fifth-grade substitute teacher in Room 11. "What about the class play? I haven't been informed."

John had not been informed, either, so he went to Room 11 on the double-quick. They could not expect to have a play in no time flat, with no warning!

But the children did expect to do that very thing!

The substitute gave a nod and John took over, determined to say "no" as gently as possible.

"Were you planning to invite someone or just have it for yourselves?"

"We were going to invite Room 5."

"Do they know about it?"

"Not yet."

"Then we cannot invite them now. They are undoubtedly busy with plans of their own this last hour. Can your play wait until your own teacher comes back?"

"There won't be any point to it. It will be too late."

"Can you give the play in this room, now?"

"Everything is arranged for the auditorium."

"And besides," Caroline added, "the committee worked awfully hard and brought all those things." There was no doubt about this last for there stood a child's rocking horse, a doll cradle, and two dried holly trees.

Ten precious minutes had passed. A brief consultation with the substitute, then, "All right. Participants get your properties and line up in front of the door. The rest of you come with Mr. W. as soon as you have cleaned the room." John accompanied the cast to the auditorium.

Seven minutes later the children were settled and the curtains opened. The play was evidently an adaptation of something some of the children had seen in Sunday school; but they did a remarkably good job of keeping events straight and portraying scene after scene in the Nativity story.

Time between the scenes was frighteningly long when viewed from the stand-

point of the rapidly approaching dismissal time. However, carols sung by the audience helped consume the minutes needed for silver wings to be fastened on the angels, and properties were very well organized considering the inexperience of the property manager. The audience enjoyed all incongruities with happy acceptance: "We didn't have a donkey, so we had to use Katiebeth's horse for Mary to ride on."

Just as the curtain manager announced, "That is the end of the play," the dismissal bell rang and the audience broke into enthusiastic applause.

"We are glad you enjoyed the play," chimed the announcer as the children filed out. One child after another sidled past John and lifted shining eyes to say, "Thank you for letting us have our play."

John drew a deep breath, thrust his hands deep into his pockets and mumbled to himself, "I made it that time; but by the skin of my teeth."

A Friend Helps in Weaknesses

Children accept as friends those who help them overcome patent weaknesses. Marion had been such a friend when a sixth-grader was in difficulty. She sat at her desk toying with a note that had just been delivered and recalled events that took place three years previously which led to the sending of the note.

The PTA was planning an evening program and one of the mothers had thrown her coat on a table. Shortly afterward she reported seven dollars missing from her pocket.

Every child who had been seen near that end of the building was interviewed. Sharon and Evelyn admitted seeing the coat but denied having touched it. Every query was met with an apparently sound alibi.

Weeks went by. Then one day Evelyn gave herself away. It was during a discussion about making promises that the question came up as to whether or not it was ever right to break a promise. "It's like when somebody does something and you promise you won't 'peech' on them," Evelyn had said. "Peech" was a new word to Marion, but the meaning was clear. She held her breath, tactfully led the discussion temporarily to other channels, then sought the social worker to get help on how to proceed.

A few days later, Marion got a confession from a very much relieved Evelyn. When Sharon saw that Evelyn had told all, she admitted her part in the theft. Sharon's parents paid Sharon's share of the money, but Evelyn had to earn hers, so Marion helped her find ways of doing it. Evelyn had been very grateful.

Marion smiled and picked up the note. She had received one from Evelyn each year. This one said, "To a *Great* person who will *Never* be forgotten."

You cannot fool a child. They know who their friends are. "I don't like faces that are crossish," chanted a three-year-old to himself. "I don't like voices that are fastish. I like medium soft ones, half slow."

The kind of person we really are shows up right away in a friendship. We cannot be a friend and be the kind of person that pushes others out of the way. We cannot be a friend and be the kind of person who carries around a grumpy face and looks upon the world through hateful thoughts. We cannot be a friend and think only of ourselves. "A person completely wrapped up in himself makes a small package."

A jolly "hello," a bright smile, a courteous tone of voice, a thoughtful act, such simple giving of oneself makes a path to the heart of another.

By BERNICE MILBURN MOORE

Friends in the Family

Families set the stage for personality formation. The types of persons families develop determine the kind of nation and world in which we live.

FRIENDSHIP HAS BEEN COMPARED TO A fireplace fire—warm, glowing, reassuring, comforting. Those of us who grow up and live in families with such an emotional climate usually find it easier to live with ourselves and with others.

Affection without possession, permissiveness without license, tolerance without indulgence are all ingredients of friendship. Moreover, friends are equal to each other—different but equal.

When families accept us for who we are, when affection and love are abundant, guilt and fear are held to a minimum. Hostility and aggression take normal channels. Mistakes are accepted as accompaniments of growth. Taking the consequences of our acts is expected. Successes are made richer by their sharing with those who care. Encouragement is always there, sometimes expressed and always implied.

Where family members are friends—mother and father, parents and children, oldsters and non-related family members—each finds learning, adjustment, and readjustment always interesting and stimulating, and most of the time—pleasant.

Love, of course, is the emotion from which friendship comes. Love has been eulogized by poets, exalted by prophets, intellectualized by philosophers, and analyzed by psychiatrists. In spite of all this, love still remains more than words can say. It is the stuff of good living, the basis for good will, the fact of happiness.

Learning to love and be loved, learning to give friendliness and to accept friendship are among the greatest gifts our families give. To learn to love, one has to be loved first. Infants who are loved with selfless generosity when they are completely demanding soon learn to return what they are given. Return on the investment of parents is indicated by the first smile, the following of their movements by little eyes long before words can be said, the reaching up of arms to be taken.

But love and friendliness are also learned another way. Children who see love, tenderness, understanding, and thoughtfulness between their parents come to understand from seeing, and practice what they see. Fritz Redl and David Wineman tell us that when children have had no association with parents who love each other, they more easily become children who hate.

Love and friendship play important roles in all of our living, but especially in democratic family living. Being liked and liking others gives us a sense of sureness of ourselves in our sureness of others. We know we belong to those nearest to us and are liked by many. Love and friendship teach us to put others before ourselves. They are emotions which make for other than self-centeredness. Love and friendship are the background feeling tones for service to others. We know they are the life

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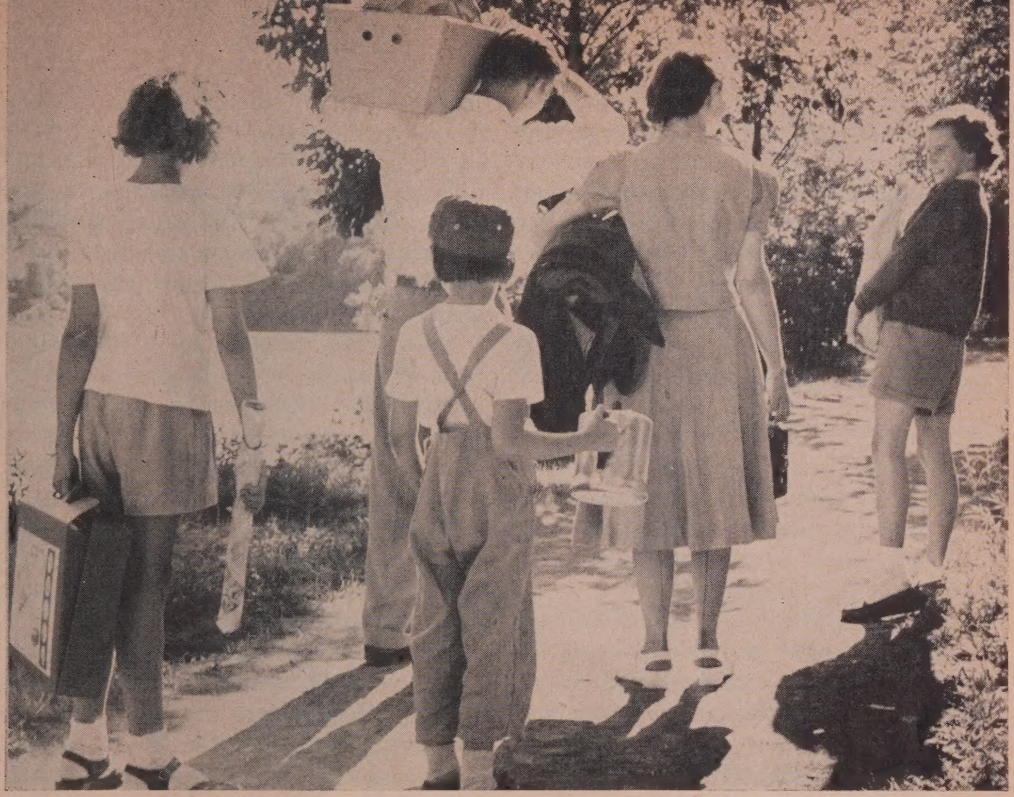
This article is based on a talk given at the 1952 Study Conference of the Association for Childhood Education International in Philadelphia. **Bernice Milburn Moore** is a consultant in the Home and Family Life Education Service of the Texas Education Agency and the Hogg Foundation for Mental Hygiene of the University of Texas.



Love is the stuff of good living, the basis for good will, the fact of happiness.

Photo by Eva Luoma, Weirton, W. Va.

blood of good will between men, of democracy in the living of men.

Our families have been built on the emotion of love expressed in friendliness. We marry for love. We make our marriages last because we love and become good companions. We have our children because we love. We love our children for themselves and not for what they can do for us. When we love, when we are good friends in the family, then whatever lessons we must learn and relearn for living are acquired with less pain and strain.

What is a Friend?

Friendship implies a lack of hostility and of hostility expressed in aggressive action. Friends do not fight each other. Friends avoid hurting one another. Friends are generous with their time and energy for others.

Friends are not bent on domination and control. Friends do not desire to possess or to smother the personality of another. Friends do not wish to enmesh, entangle, and strangle. They know that to hold friendship, they must first set their friends free.

Parents who are good friends to their children are those who have attained emotional maturity. Friendship—especially combined with parenthood—as Paul Popenoe once expressed it, is not for those in "emotional rompers."

To get out of "emotional rompers" for all of us requires learning certain lessons for living. Families who teach these lessons in friendliness and with good will, yet with integrity and sin-

cerity, are those who make magnificent contributions to improved human relations.

Among the more important lessons we each must learn if we are to live effectively with ourselves and with others are those of how to live with authority and how to accept problems and frustrations as the basis for continuing growth and development.

How to Live with Authority

Authority is a part of all living. Whether we come to be able to live *with* it or feel impelled to *fight* it is pretty well determined by the friendliness with which it is first imposed.

Parents, who act on the misconception that discipline is punishment for not doing rather than teaching for doing, run a real risk in development of hostility in those whom they punish. Parents who are unfriendly and hostile in the imposition of their authority rarely develop youngsters who will not fight back with any available weapon. Parents who are constantly irritated or angry with their children offer very little chance for easy acceptance of inevitable authorities in living.

Authority is recognition that there exist forces which we must recognize and accept. James S. Plant has listed these as authority of the body, authority of others, authority of our social order, and authority of the super-human.

Families are important to us in how we come to accept the authority of our bodies. And these bodies are hard task masters at best. They are always getting in our way. They begin making demands of us at birth and they never cease until death. They must be fed and kept comfortable. Habits have to be formed around bodily functions. Parental prescriptions for body control are important in themselves but even more important in their emotional impact.

Learning to live with what we have in body type is often disturbing and difficult. Some of us get too large too soon. Others of us find we are too little too late. Some of us are constantly fighting fat and others of us struggle to gain weight.

Few of us measure up to the standards of beauty or handsomeness set by movies, advertisements, and calendar drawings. Emotional and social problems loom large when we are made to feel we look or are too different.

Friendliness and understanding from mother and dad, aunts and uncles, grandmothers and grandfathers, make it easier for us to accept what we are.

Acceptance of our sex and the sex roles assigned are no less important. Fathers and mothers who wanted a son and got a daughter often make the acceptance of the authority of sex a galling experience. Parents who wanted a daughter and got a son may create even more serious problems.

Managing physical limitations arising either from illness, accident, or malformation arise out of recognizing the authority of body reality. And parents are so often misled into creating non-acceptance out of sympathy and their own heartbreak. On the other hand, family members who are friends help us face reality no matter how difficult. Physical health may well be defined not as physical perfection but as efficient management of physical imperfections.

Self-consciousness, awkwardness, and withdrawal may result when our first lessons of living with the authority of our bodies are mislearned in our families. Teasing is often the source of difficulty. Comments which are thoughtless and unkind take their toll. Oversympathy may wreak havoc.

Friendly families help us to take our

physical selves less seriously. They help us make the best of what we have. They teach us that other factors in personality are more important than the body in which it is housed. They help us to be good humored about ourselves. They help us to become poised and relaxed and to largely forget what we look like because of what we are.

Authorities Outside the Family

Many others—some important and some less important—exert authority in our lives from the day we are born. Our parents impose their influence on us from our first feeding until they have had their last.

On the other hand, we sometimes seem to forget that youngsters, by their very dependence, control the freedom of movement and the independence of their parents. Friendliness on both sides makes the limitations each impose on the others easier to take.

Rules of the game for much of our living are set by the folkways, mores, traditions, and laws of our culture. Not only does society write laws, but it makes many more apparent that are unwritten. How husbands and wives behave toward one another; how sex relations are regulated; how children are reared and trained; how elders are treated; how jobs are done; how communities operate —are some of the written and unwritten laws of human relations which each of us come to accept if happiness is ours.

Infants, children, and those in early youth live under the authority of persons. As young and older adults we find major controls in the demands of the culture in which we live. Growing out from under friendly personal authority of parents and teachers into the authority of broader social control is the process of social maturation.

Man is always aware of forces in his life stemming from the superhuman. The sun, wind, rain, moon and stars—the physical universe—are always present. We are afraid of the forces of the universe if we have been so taught. If our families find the physical world interesting and friendly, then we come to love the rain along with the sun, to enjoy the stimulation of storm as well as calm, find beauty and peace under the stars and the moon.

For man to live well, he accepts the fact of his God, a force larger than he or his fellowmen. And democracy accepts for man subservience only to his God.

Flustrations and Frustrations

Children look to their families not only for lessons in living with authority but also for lessons in how to handle problems and frustrations, blockages and flustrations. And nowhere is there a better place than a friendly family to come to know that all of living is made up of problems and attempts at their solution.

Basic to emotional and social maturity is the knowledge and understanding and acceptance that all living has problems —or even more realistically, all living is problems.

From the earliest years and the simplest of problems, we need to help our children handle themselves in the face of obstacles. Success—overcoming and solving problems—teaches more than failure. Wise parents give the friendly and subtle boost toward success so that successes overbalance inevitable failures.

Flustrations as well as frustrations are a continuous part of living. Flustrations are those petty, irritating, inconsequential annoyances which may loom so large even though they are so small. Flustrations and family living are almost synonymous — sleepless

nights, lost keys, missed appointments, misplaced books and clothes, balky household equipment. Children learn to take in their stride frustrations or flustrations if family sharing of problems is as much a part of life as sharing of successes.

Where friendliness is not an ever-present family ingredient, problems loom too large. Where success in solving problems is not experienced, because the family makes every problem mountainous, they become overwhelming. Where problems in the family always bring forth avoidance of issues, children may take over mechanisms of escape.

Escape may relieve pressure but it does not solve difficulty or release tension permanently. Samuel Kraines has written that problems are solved by changing the elements in the problem itself, by changing our relationship and attitude toward the problem, or by some of both. Each of these steps in problem solving is helped along by family members who can give counsel and encouragement in the right amounts at the right moments.

Without frustrations, difficulties, and flustrations—very little growth would ever take place. "Living on an even keel" sounds good but most of us would vegetate and rot if there were no troughs and waves in living.

Children can be taught, by friendly, warm and understanding adults, that it is through problems that opportunities for growth come. Children have to learn to use their problems as motivation for action rather than as escape from action.

Toward the Democratic Ideal

Good will and friendliness; belief in the integrity and dignity of man; equality of opportunity to develop, to grow, and to share in culture; recognition of the independence and interdependence in living; realization that freedom does not mean license; the ability to live with authority; the recognition that overcoming problems is the way toward better life—all of these are teachings toward the democratic ideal.

Because democracy is a way of life, a set of rules for human relationships based on friendliness and good will, the family and how it lives becomes the "learning ground" for living toward these values. Schools serve to supplement and reinforce family teachings. Schools sometimes have to become substitutes for families who have failed to learn that to live well and to teach well, friendliness between family members is the first requisite.

We all know that democracy in the family or in the nation succeeds or fails because of the personalities who make it. Eric Fromm, the psychiatrist, tells us that adjusted persons are not enough for democratic living. Adjustment, he reminds, may be adjustment to an untenable philosophy of human relationships, i.e. dictatorship, or to a degrading way of life.

Emotionally mature persons, which every family and every teacher wish to help develop from those with whom they live and work, can adjust and readjust. More important, emotionally mature persons are creative and productive. They feel free and sure enough of themselves to be imaginative and inventive. They have the desire to be productive and to carry their working share of the load of living.

Friendly families start children on the way toward this kind of maturity. Friendly teachers carry the development along apace. A democratic society brings them on toward rich and sharing maturity where they work together in an attempt to solve the age-old problems of man living successfully with man.

By JOHN T. ROBINSON

What Is an *Average* Little Girl?

Two little girls were alike when compared on everything except the way the rest of the group reacted to them. The implications of this report are important to everyone working with children.

CHILDREN OFTEN SEEM SO MUCH ALIKE to teachers that their subtle differences pass unnoticed, differences which many times are more important to their growing up than the surface likenesses that place them as "students" on about the same plane. Individual differences in reading ability, intelligence, and physical skills are most often noticed. The differences in which children experience the social relations of a classroom usually receive considerably less notice.

The two little girls about which this article is written entered the third grade when they were eight years and three months old; both neatly dressed and well-mannered, they seemed to have much in common—they were even almost the same size, Janet being only slightly larger. Their cumulative records showed that they came from similar family constellations—each was the younger of two children, the older in the family being a brother out of school and working; in each case, the girl's father had died when she was small and each lived with her own mother. Their intelligence quotients were similar too, within a few points of each other.

Both Janet and Polly were eager to respond in class; they read on approximately the same level and each worked hard at school work. On the playground, these girls were always on the go and seemed never to be alone. They played games, sometimes argued, sometimes quit playing in a huff much as other children did. They were, indeed, two average little girls.

However, "average" seems more of a blinder to teachers than a useful concept. Once categorized as "average," the individuality of children is often lost to adults concerned with them.

Differences Become Apparent

Another girl asked the teacher one day, "Is Polly going to be your pet too?" The teacher wondered how many children saw Polly as "the teacher's pet." Did they also see Janet in the same role? What did this mean in the way Polly and Janet were treated by other children? What in these girls' behavior had she failed to see?

Almost a month after school started, the teacher gave a sociometric question "with whom would you like to sit?"[1] The results of this first sociogram gave a new picture of the children and especially of the two girls who seemed to have so much in common.

Janet was the most highly chosen child in the room and was rejected by no one. Polly was unchosen as a seatmate by anyone in her class; moreover, she was rejected as a seatmate by twenty-two children in her class. The social atmosphere in which Janet and Polly functioned in school was obviously vastly different. What differences in the two

The case material used in this article is a part of a larger study made by **John T. Robinson** and **Esther V. Kelley** under the auspices of Intergroup Education in Cooperating Schools Project of the American Council on Education, of which Mr. Robinson was a consultant. **Mr. Robinson** is now assistant professor of education, San Francisco State College; **Miss Kelley** is a teacher in Wilmington, Delaware, Public Schools.

[1] For procedures used in giving the sociometric question and in conducting the interviews with children, see Helen Hall Jennings, **Sociometry and Group Relations,** American Council on Education, Washington, D. C., 1949.

girls were responded to by children which helped to create this atmosphere?

Children Saw Many Differences

Some teachers believe that to discuss rejections or even to permit children to make them is a bad procedure. This seems to assume that if teachers pretend that rejections do not exist, they will not. However, both choice and rejection are realities in children's (and adults') relations with each other and the teacher believed that it was important to understand this aspect of children's social worlds in order to work effectively with the class.

Interviews revealed how differently Janet and Polly were valued by their peers. Those who rejected Polly as a seatmate were surprisingly articulate about why they did not wish to sit with her. Their reasons were of four kinds:

1. Physical aggression ("she hits me"; "her and me fight"; "she hurts me").
2. Name calling and exclusion ("she calls me names"; "she calls me 'dirty Jew' and tries to get kids not to play with me, but they do though"; "she won't let me play").
3. Verbal aggression ("she's too bossy"; "she all the time bosses you"; "she's a pest; she don't never shut up").
4. Violation of group code ("she lies on kids"; "she's not my kind; she's a tattletale and she lies besides"; "she tells the teacher things I didn't never do").

Janet's relationships were quite different. She was chosen as a seatmate by ten children in the class; she was chosen by three other little girls whom she chose, and by five unchosen boys and two unchosen girls. The girls who chose her and whom she chose gave as as their reasons: "she is my friend"; "she is a good friend"; "she is my best friend and I like her a lot." Janet gave the same reasons for her choices, indicating that all concerned were aware of the two-wayness of their relationships with each other. Other children who chose Janet gave as their reasons "she's pretty and has nice things"; "she don't tattle; I like her"; "I like to like her" and "she's a cute girl."

It will be recalled that, to adults, Janet and Polly are equally attractive, both neatly dressed and well-behaved. Yet to children, Janet appears as "attractive" and other aspects of Polly's behavior receive comment and her "attractiveness" goes unnoticed.

Even in this brief glimpse of the social world in which children live—in which they try to live well, establish satisfying relationships, and in which they further develop their pictures of themselves and of others—the differences of life are clear for these two children who seem at first glance so much alike.

During the ages of six to twelve, the development of satisfying relationships with peers becomes a pressing problem to children in our culture, and the need for satisfaction with one's peer associations is hardly questioned. Janet seemed to be finding satisfactions in her friendships with other children; Polly sought them, and her means of seeking them brought rebuff: by trying to build a group around herself (and thereby excluding others by a variety of means); by fighting when things did not go her way; by retaliating in telling the adult in an attempt to build her esteem).

Does the school have the responsibility to help children meet this developmental task successfully? If so, what can the teacher do when she is aware of the vast differences in the relationships which children enjoy in her class?

The writer believes that the school does have the responsibility to help children develop satisfying relationships with each other and to take into account the feelings of others in making an assessment of the social setting. This seems

a complicated task and not one which would make startling changes in the group in a short time. Moreover, most schools are not equipped to deal adequately with deep personality disorders, but its responsibility lies in helping all children clarify and understand the reality of social relationships of everyday living. The task then, is not to simply work with Janet or Polly. The task is to work with the *total group* in such a way that they can all gain insight into what the group requires, what feelings people have about what happens, how adjustments in relationships can be made.

The context of this article does not permit a full discussion of the school program designed to enhance such opportunities for growth in school. It is sufficient to say here that whatever situations are explored with children, two considerations are of maximum importance. First, the situations need to have reality for children in the light of their experiences and developmental levels. This is especially important because the problems children face and seek to solve are the ones upon which they will spend much energy, and motivation is high in relation to them. It is important, too, because learning about people's needs, feelings, and motivations is itself complex. Therefore unless the situations are concrete and immediate, the results are likely to be verbalization by the children but little understood by them.

Second, the teacher's role needs to be one of a friendly guide—asking questions to raise new interpretations of experience, adding needed information, making interpretations of situations, and protecting the feelings of group members. If the teacher carries this role, it precludes insisting upon a "right" answer to the problems explored or manipulating individual children—subtly or otherwise—into relationships they do not genuinely want. For example, to ask Janet to "be nice to" Polly when she really doesn't want to disregards both children, solves no problems, and in fact may be damaging to the children involved.

In an atmosphere where children are free to remain what they are without fear of rejection by the teacher, the children are more free to change to appropriate behavior as they gain insight into life situations. In the words of Janet's and Polly's classmate, Dickie, "I like it here. I bet I had to say I was sorry for fighting fifty-hundred times before I came here. Now I don't have to 'less I am."

What happened to the two little girls who seemed so alike and were so different? A year later Janet remains a highly chosen girl and is mutually chosen by the three girls she chooses. They say of her "she knows a lot and can think things out"; "she helps kids whenever they need it"; "she is a very good friend"; "we have lots of fun together." Polly also chooses Janet, as she did in the third grade, and says "she's swell. I like to be around her." Janet, highly chosen from the beginning of the third grade and remaining so through two years though many new children came into the group, has a backlog of acceptance. She is able to accept a large number of people, too, and can approach new situations and new people confident that she can make new relationships and find them satisfying. While she rejected Polly in the early third grade as being "too bossy," a year later she does not reject her. Observations indicate that often Janet included Polly in activities in which she was involved.

But what of Polly? Her growth in establishing relationships was fraught with rebuff. Children had developed a

picture of her as a particular kind of person (she tattles, she fights) and found it difficult to look at her behavior in new ways. Even in the middle of the third grade many children rejected her, but there was a different tone in some of their comments: "she's better than she was, but she still tattles; you can't always trust her"; "she's better than she used to be, but I don't want to take chances" are indicative of the slowness with which the children were able to revise their assessment of Polly. But Polly's changes toward others were slow too. She said of one girl she chose, "I like her. I know I'm not nice to her always, but I do like her." This child rejects Polly, saying, "she says she likes me and tries to play with me. Then when I'm not there, she talks about me. She's not honest." Many other comments of Polly and the other children indicate, however, that Polly wants to relate successfully to others, sees the two-wayness of relationships and is acting in her own behalf in seeking the friends she wants. By the fourth grade, only two children still reject Polly and she has one friend who wants to sit with her. She says of Polly, "she's really nice when you get to know her," indicating that her liking for Polly was known to them both. And Polly, in discussing her choices, shows that they are no longer wished-for relationships but have reality for her, "I like (Janet) most of anybody . . . she lets me do things with her"; of the child whom she once called a "dirty Jew," she said "she's swell. I don't care if she is a Jew any more." When Polly found a place for herself, felt accepted and that she had friends, she gradually lost her excluding behavior. This statement, however, was her first verbal recognition that she no longer sought means to disparage other children. It will be recalled that Polly has never before discussed her excluding behavior toward children —they had given such behavior as their reason for rejecting her.

Other evidences indicate that Polly is increasing her ability to make an adequate assessment of the reality of social relationships and to gain new and satisfying friendships. Perhaps the most telling evidence was that she no longer "tattled" to the teacher about other children's behavior.

But Polly was not the one to make all the changes and adjustments. The process of helping children find interpersonal and group satisfactions involves helping the whole class grow in their perceptions of each other. While this may mean that one child changes his behavior to that which is more acceptable to others, it means quite as much that others change their behavior to include and accept a wider range of individual differences.

EVERY CHILD SHOULD HAVE MUD PIES, GRASSHOPPERS, WATERBUGS, TADPOLES, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water lilies, woodchucks, bats, bees, butterflies, various animals to pet, hayfields, pine cones, rocks to roll, sand snakes, huckleberries, and hornets; and any child who has been deprived of these has been deprived of the best part of his education.—LUTHER BURBANK.

By MARGUERITA RUDOLPH

A Parents' Workshop

Here is an account of how a group of parents explored practical ways of understanding, guiding, and enjoying their children. Marguerita Rudolph is head teacher at the Fresh Meadows, N. Y., Nursery School.

"IT IS MORE DIFFICULT TO BE A GOOD parent than to be good teacher, or doctor, or lawyer, or anything else," said Dr. Randolph Smith, of The Little Red School House. Parenthood requires many mental, physical, mechanical, artistic, and various other skills, yet it offers no corresponding financial rewards, earned prestige, or any vacations! However, according to abundant evidence, good parenthood offers as much challenge and satisfaction to any intelligent person as any of the professions, and it has rewards beyond measurement.

A group of young parents in the modern community of Fresh Meadows, New York, felt the "profession" of parenthood worthy of special study, and in the fall of 1950 signed up for a ten week Parents' Workshop Course, conducted at the Fresh Meadows Nursery Center. The term *workshop* is rather new so these parents had the task of accepting a course which called for their participation, initiative, and critical judgment rather than receptiveness to advice and information. The chief purpose of the course was to explore *practical* ways of understanding, guiding, and enjoying young children.

The twenty-one mothers and twelve fathers who attended, most of them with college and professional background, were sincere and searching in their attitude. According to their statements, they wanted to know:

. . . the significance of the relationship between children in the same family—the meaning of their jealousies, their dependence and independence of each other.

. . . the difficulty of sensitive children needing to get along with tougher ones.

. . . how to meet rebellion in children and "save face" on the part of parents.

. . . how much to give of *yourself* to a child—children do seem insatiable in their demands, so where is the wise stopping place.

. . . how to know what children really *need* if they don't happen to be articulate.

. . . what is suitable home equipment, proper material, and entertainment.

. . . what about religious awareness in young children.

. . . what constitutes the *ideal* good parent.

. . . what about the problem of grandparents who have different ideas than the parents.

One parent was eager to learn how to cultivate aesthetic perceptions in a young child, how to give him art and beauty; she wanted to know to what extent participation in some artistic field (such as having home musicales) enriches relationships in the family. Naturally, not all those questions were considered, and those that were were far from fully answered through the various sources at our disposal and through pooled knowledge—through the workshop method. Guided group discussion pertaining to the parents' questions as well as to a planned agenda constituted the essential part of workshop procedure.

Some parents attempted to write objective and concrete reports about a particular difficulty they were facing with their children, and these were read and discussed; however, such writing proved to be too difficult. Some gave

interesting oral reports which dealt with enjoyable activities with their children, father's home work, family undertakings, and ingenious ways with various materials. These reports were concrete and relevant, and the group had a sense of real sharing in them.

The group saw several professional movies on child development, as well as homemade movies of children made by several of the members. The latter were good for all of us—some showed picnics and traditional birthday parties; these were on a whole quite personal, pretty, and posed, and showed little of the daily life and personality of the child, but they seemed important as a developmental record and provided entertainment for the immediate family. Another homemade movie showed actual behavior with vigorous activity of children, and it reflected the quality of relationships in an everyday natural situation (bathing and bed time). Since movie taking is a costly hobby, careful study of subject is justifiable.

Reading Material

Reading of books, booklets, pamphlets, and magazines was another workshop activity. Parents checked and ordered from recommended lists. Literature was bought, borrowed, and exchanged. Quite a few books were read, and some were praised and criticized in the group. Yet, in spite of the fact that such books as those of Susan Isaacs and Margaret Ribble are deeply searching, stimulating, and revealing of the child's nature; and others, such as Anna Wolff's *Parents' Manual* and Spock's *Baby Care* are fully and practically helpful, the question remains: to what extent and how quickly do books teach and influence people in their daily relations with their children?

It would be interesting to know if the reading of books helped with our chief subject of inquiry and concern—that of understanding relationships between children, feeling comfortable about children's dependence, and above all being objective about your *own* child's problems. The discussions on the subject, however stimulating, did not seem helpful or conclusive. The mother who asked, "How much should I *continue* to give of myself?" did not get an answer. Basic understanding of the child and his needs are hard to really *learn intellectually*. Perhaps extra love (of the unselfish accepting kind) plus thoughtful learning would help a parent understand his child and influence him favorably.

One mother was sure that the writing of difficult situations (according to the plan of the workshop) did give her objectivity and even humor where she had been impatient and discouraged. She read an account of her child's rebellion against parental dictates, her own acceptance of the rebellion, and their sensible and satisfying reconciliation. This was impressive!

Play Equipment and Toys

The subject of good equipment and proper play materials and homemade toys was a natural for a workshop. The members were actually able to bring in and tell about constructing such things as drums, decorative dress up cuffs and boots, elementary doll clothes, and surprise balls.

Parents wanted to learn what constitutes good commercial equipment from the point of view of children's needs and development. Fathers contributed to lively discussion and debate on mechanical toys versus materials which call for child's constructiveness and imagination. One father said he was getting *tired* of always making sure that a toy he was getting for his child was "educational";

he liked to buy something once in a while that was just an appealing glittery or tricky toy, even if it got broken up in a few days and had only served to amuse and amaze the child. It was good to hear such independent expression.

Parents and Children Together

A subject that wasn't on the list of questions and concerns but which evolved from other questions and which aroused a warm response was that of partnership activities that are enjoyed by both parents and children. Fathers and mothers do many casual and habitual things with children that mean real sharing and learning together.

One mother related how she and her husband decided to take their four-year-old daughter along with them on an errand, driving from Queens to Manhattan. What would have otherwise been a dull trip to the parents proved to be an exciting and memorable experience, because of the child's fresh poetic impressions of the bridge view of New York which she shared with them.

A father who painted pictures as a hobby had a unique partnership with his son: the child was allowed to and enjoyed helping arrange objects for a still life model, and then shared satisfaction with the finished picture!

One mother described with genuine appreciation her young daughter's enjoyment of "squashing up" of ingredients for meat loaf and of serving the mutually prepared finished product. Such concrete recountings were meaningful and impressive as far as having all of us really see what *works* with children, and what is truly appreciated by parents in daily living.

It was the feeling of the group that fathers had a special position (as well as special fun) in the home, and that a session be devoted exclusively to them. And at that session we had a particularly informative discussion! One of the points on the agenda was telling the children about father's away-from-home job. Daughters as well as sons are curious about and proud of what their fathers do, and, at this age, want to follow in their father's footsteps. Fathers were responsive to their children's warm interest and used their good sense and even originality in interpreting such complicated things as a lawyer's office, or a board meeting.

The fathers thought it very worth while to arrange a trip for the child to the father's place of work, for little children appreciate knowing the actual location of father's business even if they can't understand the nature of it. One father found that his daughter cherished occasional telephoning at the office or even leaving a message with the secretary whom she enjoyed calling by name. It was brought out by other fathers that children like to know about the people with whom father works. One father was at first perturbed because his job had neither the dramatic appeal of truck driver or fireman, nor the social prestige of doctor or lawyer, then was surprised to find that *his* child would be eager and proud to talk about his job just the same. You don't need to bluff in front of your small child who can love you and your work if you tell him about it with dignity and a sense of your own worth.

These parents agreed that much of what they learned could never be recorded. But they had a fresh approach to their own problems and appreciation of the problems of others.

By EMIL NYMAN

That Special Ingredient

A concept of friendship is important to the child who can't read, to the teacher of the problem child, to the parents involved, and to the administrator and supervisor. Emil Nyman is principal of Lafayette School, Salt Lake City, Utah.

Miss Adams, a teacher: What do you do when a child doesn't read by April? Larry is worrying me sick. He is out of school a great deal. He wants to run away and won't pay attention to what is going on.

Mr. Bryan, a principal: He can't read, you say: Wants to run away? What do you know about the boy and his home? Does he have a dad?

Miss A: Yes, he has a dad, but his mother works. She doesn't get home until nine o'clock. Larry is day dreaming most of the time.

Mr. B.: Well, that makes you the mother then, doesn't it? The boy is lucky to have you for a teacher. You are his model for more hours per week than his mother or father. Now, you let me worry about Larry a little. You go on doing the fine work that you have been doing and we'll see about Larry. Perhaps what he needs is some love from his mom and dad, from you, and even from me. A boy can't learn to read until he has his feet on something secure and stable.

Miss A.: How do you keep from worrying? It seems that I have so many things to do.

Mr. B.: Well, the first thing, keep in good health. Eat three meals a day and get your rest. Then get absorbed in some hobby or sport. Just know that in my opinion you are doing a first-rate job here at school, that you have the love and respect of your principal, fellow teachers, parents and pupils as well. In fact you have nothing to worry about. Here, have a mint.

It's More Than Reading

The more one works in education and with human beings the more he is impressed with the idea of two worlds. He rises above the world of Wendell Wilkie and above the world split between Communism and democracy, into a second world. In this second world the many facets of the human personality develop and come to fruition. The potentialities of this world transcend those of the material world. The individual must live in both if he is to reach full stature as a mature personality.

We are talking now of a world of feeling, ideals, love, security, contentment, and inspiration. Those of us who deal in the materials of a transcendent world refuse to settle for a one, hard, physical, two-by-two world. We wish to add to the three R's of education the three R's of self-realization, namely: *respect, resolution* and *responsibility.* "To teach well requires the heart as well as the head."

If this second world is closely analyzed, it seems to be a matter of human relations. It is the interplay of one personality upon another; or of personalities upon personalities. When an observer passes through a factory, office,

or school, he soon *feels* the attitude of of the workers for one another and for the management. Perhaps it is someone whistling, possibly a laugh, or maybe the calling of each other by first names. It is sensed in the neatness of dress, the cleanliness of the windows, the pictures on the wall.

How does a manager relieve tensions among workers? This is the first requirement for efficiency, mental and physical health, and even safety. It takes understanding, interest, affection, and sharing. Workers do not need higher wages as much as love and respect to develop feelings of security and satisfaction. "If you would grow sweet strawberries, love 'em." To get good relationships there must be personal contacts "Good morning," "How is the baby?" "How is your golf game?"

The boss and the worker can have the same hobbies, sports, friends, ailments, watches, schools, clubs, doctors. Rapport requires some personal exchanges. A second world entity comes into the picture. A pat on the back may be an insult to some; a "happy birthday" may bring Spring to others. There must be understanding and a man to man give-and-take.

How does a supervisor get greater production? Not by scolding, swearing, or threatening, but by confidence. Let the worker know that he runs that lathe better than anyone else; let the teacher know that he teaches that group and that subject very well. "You are a good pal; we really work well together. Can we fix that light so it won't shine in your eyes? Can I help you find new material?"

There is another type of tension on which supervisors need to work. They are those which come from outside the shop. It is "none of your business" in a way, but on the other hand a little sympathy goes a long way. Illness in the home, a troublesome school child, a mortgage due are all handicaps to production and to friendliness. A word of encouragement from the boss is great medicine, but better is some tangible help. Punctuality is not nearly as important as that the whole person be on the job when the body arrives. There will be less loss and fewer accidents if the worker is secure, happy, and likes his job.

Every effort should be made by the superior officers to develop the feeling of "we-ness." This is true in the school as well as in the factory. "Don't we do great things together?" Teacher and pupils are on the same team; the boss and operator are striving for the same goals. There is inefficiency if a battle arises and a contest of wits and power takes place. A good supervisor treats these human relationships as being more basic than simple machine production. Loyalty works both ways: the worker should be loyal to his employer and the employer should be loyal toward his workers. Many organizations are split by betrayal of confidences or the effort to "get even."

No wonder the individual runs into difficulty—he can't read, work, or even see—if he does not get affection, acceptance, and approval.

To choose
the words to say
the simplest thoughts you have
requires unending pain and care
of you.

—Harry O. Eisenberg

By AGNES L. MOON

What is there to do?

This familiar cry will be recognized by parents and teachers everywhere. Mrs. Agnes L. Moon, a busy mother in Richmond, Indiana, tells how she plans materials and activities for the time when she will hear the question.

SUMMER WILL SOON BE HERE WITH ITS extra time for family fellowship and neighborhood fun.

I want to share some of the activities that I have enjoyed with my three boys (ages 3 to 9), their friends, and our neighbors. Sometimes it has been a mixed group—neighborhood boys and girls, Cub Scouts or vacation Bible school groups. Whatever the group, I have tried to have a variety of activities so that children from youngest to oldest could have an enjoyable and worth-while experience.

School will be out before we know it and the children will be eager for more freedom and the out-of-doors. However, with a family to think about, even during the summer days a pattern needs to be followed (not a rigid schedule) which can be changed to meet the needs or desires at the moment. Some activities are not foreseen but come spontaneously from the group. This flexibility makes the experience more valuable, holds the interest of the children, and can be a source of real learning.

There is one thing parents can do prior to the closing of the school year in preparation for summer experiences —make a survey of city and immediate environment to determine what parks, factories, bakeries, historic places of interest, zoos, museums, or the like are available at which time could profitably and enjoyably be spent with children. We decide together, after discussing possibilities, what we will do in the ensuing summer months.

Nature hikes, looking for different kinds of flowers, trees, birds, or insects; picnics, swimming, boating, bike riding, games, and trips are things children look forward to with enthusiasm.

In discussing with your children you might plan one excursion per week (the number depending on the time you can give). Trips to a bakery, dairy, fire station, factory, train station, roundhouse, or museum can afford worth-while family as well as neighborhood group experiences. Perhaps some have been there before but on each trip there are new discoveries.

Parks, in addition to offering recreation facilities and picnic space, are wonderful places for hiking, collecting leaves, wild flowers, insects, butterflies, snakes, and frogs.

Supplies On Hand

Children can help plan, for the rest of the time, a number of other activities that can be to a great extent self-chosen, with materials conveniently located for use by the children. They should feel free to ask for additional supplies or materials as needed.

Among the things that I have found valuable in such a location are:

- large sheets or a roll of newsprint
- large roll of wrapping paper from which children can cut paper the length they desire for the project they have in mind
- enameled shelf paper for finger painting (as good as regular finger-paint paper and less expensive)

A child-parent cooky baking project brings into play cooperation, learning measurements and ingredients.

Photo by Eva Luoma, Weirton, W. Va.

• powder paint (red, yellow, blue, white, and black) which can be used for finger painting when mixed with corn starch or laundry starch and also for easel or brush painting

• brushes, construction paper, crayons, scissors, ruler

• pieces of screen and old tooth brushes, and straight pins for spatter work

• blue print paper for leaf prints

• paste, transparent book mending tape; leaves and flowers may be collected on hikes and excursions and can be pressed and mounted

• old magazines for pressing same or for cutting for pictures as occasion demands

• clay and plasticene are also worth having on hand

• for small toy construction the following are valuable: scraps of cardboard, small boxes, bottle caps, wing clips, scotch tape, brown gummed tape. If some very young children are in the group some of these things naturally

will be put up high for only adults to get when needed.

A set of purchased or homemade unit blocks are a valuable asset for any home with children as their use is almost limitless and can be combined in creative and imaginative play in a variety of ways.

An enjoyable activity especially for rainy days is a house with blocks and stand-up figures of a child's own creation. They can be mounted on cardboard to stand, or cut from pages of catalogs depending on age of the children. Some may have small wooden, plastic, or other type figures on hand to combine with block play along with cars and planes. If the age range of the children is very great, divide the children according to their interests in block building—detailed and elaborate, or simple and of short duration. Perhaps, as I often do, one group of three- and four-year-olds in the children's room and the five- to nine-year-olds in the living room, and so harmony reigns.

What Kinds of Toys?

If over the span of childhood, parents and relatives select wisely the gifts that they give children, a wealth of material will be at hand for activities. Buy sturdy toys that will wear well, then instead of replacing toys you can add as the years pass. In our own home many of our oldest boy's toys are being used for the two younger boys as they are ready for them. For example, buy unit blocks and add additional pieces as the number of children increases; buy a well-made cash register that can be used for years to come in store play. Buy cars and trucks that are manipulative (come apart) not cheap wind-up ones. Buy no more dolls than a girl can care for and name, with washable bodies so they can be bathed and kept clean. The clothing should be sturdy and with fastenings the child can manage alone. A doll bed that is strong enough to take the weight of a child will last while a cheap one will need to be replaced during the years your daughter will be using it.

On Rainy Days

For rainy days with supplies on hand, children can work with clay or plasticene on squares of board, oilcloth, or other smooth washable surfaces. My two older boys and older neighbor children find creative modeling fun while the youngest and his friends enjoy plasticene with toy rolling pins, a variety of cooky cutters, and various articles such as a few tooth picks, tongue depressors or ice cream bar sticks helpful for marking eyes and other details. Cooky sheets and cooling racks are also put into service with a chair or a stool serving as an oven. This requires a minimum of supervision after you know that all present can use the materials properly.

When I am free, such days sometimes become real cooky making time, each child helping up to his ability. He is learning from measuring and mixing the ingredients; rolling, cutting, and decorating the cookies; and from dropping by spoonfuls on the trays. Then when all is done the climax is a "party." Keep your ears open as you progress and you may hear as I have heard, interesting comments by the children. One child said while mixing the dough, "This is more fun than making mud pies 'cause you can eat them when you're done." Another child said, "My mommy won't let me help at home—makes too much mess." Another said, "Can't you just taste the smell of those cookies baking." True, an adult can accomplish a cooky baking project in much less time and with less disorder, but what have the children learned? A child-parent cooky

baking project brings into play cooperation, sharing, taking turns, learning measurements and ingredients, as well as being a valuable social experience.

A simpler project might be taking turns popping corn in an electric popper.

Finger painting and easel painting can likewise be excellent pastimes on rainy or clear days. This need not be a messy activity if children are taught from the very beginning the proper way to use the materials. The kitchen, basement, or out-of-doors, if running water is handy, are good locations for these activities. A large tray can serve for finger painting if washable table surfaces are not available. One day a three-year-old said as she was finger painting, "This feels like silk." Another child said as he made one "picture" then smoothed it over and made another, "I like to finger paint—it lasts so long." Watch the expression change on their faces as they swing their fingers and hand or hands through the paint making designs and pictures depending on their individual abilities.

Every child should have a hobby of some kind when he is old enough to understand what this is. Maybe it is doing woodwork, collections of one kind or another, craftwork of any one of a number of varieties—leather, bead, strip paper, shell, block printing.

Organized Recreation in the Community

Your community may offer opportunity for some organized games and play under supervision on public school grounds or park which can be included in children's summer plans. The library may have a summer reading club in which children can participate or even a story hour which they can attend.

Sometimes parents let organizations such as YMCA or YWCA direct most or all of a child's summertime activities. The parents are missing a lot and the child will not be as close to them and the home as he might otherwise be. I don't mean to imply that organizations such as these haven't a place in a child's plans—they do, but let's not turn it all over to them. Get in there and have fun with your children. Perhaps the "Y" can offer swimming facilities and lessons which are so valuable and which are not possible or as reasonable elsewhere.

Neighborhood Sharing

Looking in on your own neighborhood —can you share the supervision of the children so that no one or two parents have the full responsibility all or most of the time for the neighborhood children? Perhaps one yard has a sandbox, another swings and climbing bars, while still another has smooth space for skating, ball playing, bike and wagon riding, and construction work. Try to work out a plan whereby a couple of hours each day the children can be at a specific home and the other parents are freer those days at home. Or can a composite play space be planned in one large yard and supervised by mothers in turn. If you've never tried it—do, for you've missed something.

Storytime at our home is a real treat and is often enjoyed by the entire family and frequently by some of the children's friends as well. Sometimes stories are told, at other times read, and at times stories are even acted out.

Let many of your activities be family and home centered. The children can help plan and prepare meals and have picnics in your own back yard. Singing and planning together strengthen family spirit and understanding as the summer passes. Plan so each child has some time alone with mother or father. It serves as a safety valve and the parent comes to know each individual child better.

"I climbed as high as David—pretty near."

Physical Education in the Program

By HELEN FAHEY

Ten-year-old children need to run.

Photos courtesy Kansas City, Mo., Public Schools

Why is physical education in the program? When and where should it take place? How does it fit in the all-around program of children? These and many other questions are discussed in this lively article by Helen Fahey. Miss Fahey is supervisor, Department of Health and Physical Education, Kansas City, Missouri, Public Schools.

"OH, BOBBY, THAT WAS A GOOD CATCH. Look, boys and girls, how Bobby can catch Jane's ball. Jane, please throw the ball again so we can watch you and Bobby."

Jane, age six, strutted to the center of the circle in a manner befitting one of the *good readers* in Miss Smith's primary room. Bobby stood slouchily on the circle's edge like a boy who just could not learn to read. When Jane threw the ball up into the air, Bobby forgot his scholastic inabilities, darted to the center of the circle, made a beautiful basket with his arms and caught the ball. Miss Smith clapped, the children clapped, and Bobby beamed. Bobby had achieved success. He could do something no other boy or girl in the room could do. He had a special skill and he was willing to share this accomplishment. "Look, kids, it's easy. I just turn my fingers up to my face and as the ball drops into my arms, I hug the ball to me."

Miss Smith, with Bobby's help, gave balls to the children in the group. There were six-inch, eight-inch, ten-inch, and even thirteen-inch rubber playground balls to bounce, throw, and catch. There were enough balls so that the children could play in groups of two and three, and have many turns in throwing and catching a ball.

Miss Smith wisely said, "Bobby, you and I will go around to the groups and show them how to catch."

After the play time, when the children were in the room, Miss Smith took a picture that Bobby had painted of himself, pasted it on a chart and wrote:

"This is Bobby.
He can catch a ball."

What a thrilling day it was for Bobby!

When Bobby caught the ball that morning, Miss Smith did not say, "Of course Bobby can catch a ball. He is seven and Jane and all the rest of you are only six. He is bigger and older and he should run, catch, and throw better than you little ones." She grasped Bobby's achievement and made something of it. She helped him feel that this physical skill he possessed was as important as any scholastic skill possessed by any other child.

The play time, or the physical education class time, is a normal situation in which children, released from tensions and strains, can be studied by the teacher for behavior patterns and to discover latent potentialities that are often repressed in classroom situations. Physical education is not valued merely for the exercise it gives to children. Its value lies in the prestige, assurance, independence, achievement, and joy it gives to so many boys and girls. It is indispensable for the elementary school child's proper growth and development.

Physical education should be part of the daily program, with its length of period depending upon the age of the children. Six- and seven-year-old children may need three short fifteen-minute periods of supervised play activities. Eight-, nine-, and ten-year-old boys and girls have a longer attention span and may play in an activity for twenty to thirty minutes. Boys and girls of eleven and twelve may become so absorbed in a game or dance that forty to forty-five minutes may pass before they want to quit. In fact, twelve-year-olds have to be helped to recognize overexertion. Ap-

proximately forty to forty-five minutes each day should be allocated to physical education in the elementary school. This time is in addition to the play that is done before school and at noon. The play periods or physical education periods should be taken when the teacher and children feel the need for relaxation or change of activity.

Special Opportunities Needed

A ten-year-old group recently became interested in time scheduling as a means of reducing tardiness. Bill came to class one day and said, "When I made out my time schedule for two days I found that I sat and watched the television more than I played." Janet said, "Well, that's play! At least it's entertaining." Mr. Haynes, the classroom teacher, admitted that it was entertaining, but that it did not offer the same values that a game of soccer or bicycling did. He pointed out that all living beings need activity for normal growth and that television may take care of a leisure hour, but that ten-year-old children need to run and climb more than they need to sit and observe.

John immediately said, "Climbing sure got me into a jam." Dad's always harping about me sitting so much. He says that when he was a boy on the farm there wasn't a tall tree he couldn't climb. They had a rope hanging from the haymow and Dad could climb up and down it five times without stopping. I got so tired of hearing him boast that I went out and climbed our neighbor's tree. About halfway up I tried to chin myself on one of the limbs and the old limb broke. Mr. Murphy, the neighbor, came out and yelled his head off. He said the tree cost $100 and that Dad ought to teach me to respect neighbor's property. I got into a jam all right."

The children laughed, but Mr. Haynes was pretty indignant over John's story. He told them John's dad, Mr. Murphy, and John were right, but that the circumstances were wrong. Children used to be able to climb trees and it didn't matter if a limb were broken because there were so many trees. He could sympathize with Mr. Murphy, as he had only one tree in the yard and breaking a limb was expensive since it couldn't be replaced. Mr. Haynes said that John and all the group needed to climb. First, because it was fun and second, because it made them have stronger arms and shoulders. He said, "Even though this weather is fine for soccer, we should plan to have one play period each day in the gymnasium so we can use the ropes, rings, and ladders for swinging, chinning, and climbing."

Mr. Haynes, like many other elementary teachers, realizes that civilization has caused large numbers of children to live in apartments and homes with little or no yard space. The school in many neighborhood areas is the only place providing space where children may run and play games and apparatus on which children may climb and hang.

Children in today's machine age ride and sit far too much. Educators need to be aware of the growing loss of strength in the upper portion of the body of elementary school children. If you do not think this is a problem, have each boy and girl in your group try to chin himself, or try to hang from a piece of apparatus, or the top of a strong door for ten seconds. The results of such a test are disheartening. However, if children are given equipment on which to practice and activities to do there will be improvement in these strength developing activities.

A Balanced Program

Individual needs and interests are met best through a balanced program of self-

testing activities, rhythms, and games. Proportionately, self-testing activities should have thirty percent; rhythms, twenty percent; and games fifty percent of the allocated time in physical education.

Self-testing activities include activities on the apparatus, stunts in the classroom, and tumbling on mats. Plastic washable mats, three by five feet, can be purchased for a nominal fee. These mats are so easy to carry and to keep clean that one or two of them can be kept in a classroom in schools with no gymnasium. One elementary school with no playroom or gymnasium placed mats in one end of an unused hallway. Each group from grade one through seven used them for tumbling.

Many strength-developing stunts as push-ups, ride the bicycle, animal walks, and sit-ups can be done in the aisles, or across the front of a classroom. On gloomy, rainy days life can be made much more interesting when plans for the day include play periods for trying old and new stunts.

Nowadays it is possible for each classroom to have its own electric record player for rhythms. As new models come out on the market, music dealers will often sell old models for half-price. Albums of folk dance tunes, fundamental rhythm records, square dances, social mixer dances, and albums for basic social dance steps can be kept in a general supply room, or in the classroom.

Primary children like basic fundamental rhythms, such as running, galloping, and swaying. As they become more sure in their performance, they become dramatic in their interpretations. They are elephants, Dutch dancers, rabbits, men working, trees blowing, and many other things. If they have access to old costumes their interpretation of music may be influenced by what they are wearing. A boy is apt to walk along swinging an imaginary cane if he has a high silk hat to wear.

A group of eight-year-olds came into a windfall. They won a dollar for bringing the most paper to school, a dollar for having the most parents at the PTA, and they sold some papier-mache dolls they made. After much thought and planning they decided to buy an album of records for their room. As Martha so accurately stated, "We can dance when we choose and as often as we choose, we don't have to wait on anyone —not even the teacher." Miss Jones, the teacher, agreed with them as the records were nonbreakable and everyone could run the record player.

Through social studies, films, or newspaper articles, interest in people in other countries often leads to an interest in folk dances. In presenting folk dances, the learning of intricate steps should not spoil the fun that can be obtained if the dance is modified. This modification can be done by children and often leads to some unusual creative patterns that are as enjoyable as the traditional folk dance.

Square dancing is fine for children if they can master the physical responses to the call. If a dance cannot be learned by most of the group in a half-hour of instruction it is probably too difficult. Mixer dances as "Little Brown Jug" or "Jolly is the Miller" should replace the intricate square dances until the group matures. Few boys and girls under ten years of age really enjoy square dancing.

Every boy and girl leaving the elementary school should be prepared to take his place in the social life of the junior high school. It is, therefore, as important for him to learn to fox trot, waltz, Bunny Hop, and tango as it is for him to master verbs and nouns. Line dances like the current Bunny Hop or the

Conga help children overcome their timidity in trying social dancing. If religious groups object to dancing, the term social rhythms may be substituted. These people need to be invited to visit the school to observe the children dancing. One old grandfather, who objected vigorously, found to his chagrin that one of the social mixer dances was the same "Skip to My Lou" he did in his youth at parties.

In the primary grades children need experience in active running games, circle games, ball games, and in playing with small and large groups. As they mature and become more skillful, they can be taught basic skills of soccer, softball, basketball, volleyball, and team play in the intermediate grades. All children need to have a fund of leisure hour activities as Dominoes, Chinese Checkers, Authors, Lotto, Old Maid, Pick Up Sticks, and others.

Equipment as balls, jumping ropes, quiet games, and victrola records are tools of learning and should be accessible for daily use. Current supplies may be kept in the classroom and marked with the room number. The children will learn to give the physical education supplies the same consideration as other room equipment.

Teacher Knows Everything

Janet, age six, came home from school one day and said, "It was funny today. Miss Adams said, 'Janet, I think you will be able to climb up the rope soon.' I tried and I did. I got my feet way up off of the knot at the end of the rope. I climbed as high as David—pretty near." Mother had never before heard about rope climbing and was quite surprised. "Who showed you about climbing, Janet?" "Miss Adams," Janet replied. Mother said, "I didn't know Miss Adams knew anything about rope climbing." "Oh, Mommy, Miss Adams knows everything."

Janet's statement is pretty accurate. The classroom teacher with his extended preparation in the profession can give Janet instruction in climbing a rope, can show Joe how to fire clay for a bowl, and can help Jim determine the cost of a new wire cage for the rabbits. His basic professional education has emphasized the understanding of children's interests and needs irrespective of any subject matter he may teach.

The teacher is recognizing the physical education program as the means through which *physically* the child develops strength, neuro-muscular coordination, endurance, and specific skills; *emotionally* he gains a sense of security by knowing his capabilities, his limitations and by accepting them; socially he learns to lead, to follow, and to cooperate as a team member—attributes so necessary for enriched living.

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By ESTHER MORGAN and HAZEL GRUBBS

An Approach to Rhythms for Children

What do we mean by free body movement? How can we, as teachers, build a program in rhythms which provides opportunity for children to use movement for expressive purposes? Is it possible for any age child to create his own rhythmic patterns? How can the classroom teacher open this area of expression to each individual child?

OVER THE PAST SEVERAL YEARS, WE have worked with children at the State Teachers College, Oneonta, New York, on a somewhat different approach to rhythms than is usually found in work with young children. It is not an approach which requires training in music or dance, but it has those elements. It seems more consistent with the philosophy and current thinking regarding the curriculum of the elementary school than the traditional rhythms. The child and his body, his emotions, his feeling about himself, become more important than any pattern or form to be followed. It differs in that it provides many opportunities for each child to express his own ideas in his own way. The teacher plays the role of guide and group member rather than the leader who tells children what to do. It provides many and varied opportunities for children to share their ideas. It does not set standards of performance, whereas the traditional approach usually results in just that.

Just what does this approach to rhythms mean to children—the separate individuals who make up the group—the shy, the fearful, the over-aggressive, the well-adjusted? Children send out messages—intangible ones oftentimes—messages that tell the teachers who can receive and interpret what it means to them. It may be just a deeper intentness of their gaze in our direction, or a crowding just a little closer to us, or it may even be a very definite vocalizing on the children's part. How do we, who have lived with these children, express on paper what these messages are? We must resort to their words, which may be, "May I have my turn next?" Or, "I have a good idea no one else ever saw."

Let the children speak in terms of eagerness and enthusiasm! One child looks at the clock, notes the end of the period allotted us in the gymnasium; another runs to the door and says, "The next group has still not come. Let's not put on our shoes until we see them coming. Let's keep on."

At another time, Connie, who has waited and waited for a turn finally says, "I've kept my ideas screwed up in my head. I can hardly hold them any longer." And Susan who has grown in this business of waiting says, "I can't wait either—but we have to be patient."

Is it exciting? Yes. Overstimulating? Not necessarily so. Let Janet express her feelings, "We wiggled our whole bodies around but we didn't get excited."

How Do We Give This Experience?

It seems wise to have the children come together in a group on the floor,

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with the teacher. It is good, if possible, to work in bare feet. Being barefoot gives the child the first feeling of freedom—wiggling the toes. However, children who do not wish to remove the shoes and socks are not deprived of the experience because they are shy. Very often the objection is parental. Various situations need to be handled differently. Most children love to work in bare feet.

In the beginning the teacher needs to talk with the children about various parts of the body, directing attention to feet, legs, hips, torso, shoulders, arms, fingers, and head. In directing attention to various parts of the body the teacher can question in this way, "How can we use our feet?" "How can we use our legs?" "How can we use our bodies?"

Children suggest various ways of using different parts of their bodies. As each child suggests possibilities, the role of the teacher is to accept each suggestion. This should be followed through by having the child execute, in actual movement, the idea he desires to present.

It becomes almost a game-like situation because children love to experiment with various types of movement. Soon it becomes obvious that children enjoy "creating" patterns of movement. Children do not need much direction although with young children an experimental attitude, on the part of the teacher, is necessary.

It is important to capitalize on each of the ideas the children may present—to recognize the ingenious ways children manipulate movement. The teacher can call attention to movements that seem to be more expressive. This doesn't mean constant praise but rather support and acceptance of the variety children use in movement.

After several experiences of calling attention to various parts of the body the teacher can be less specific—she can sit with the children and say, "Does anyone have an idea of how we could move?" Individual children will make suggestions. The teacher can have each child who makes a suggestion show the group his idea.

When the child has demonstrated his idea, the rest of the group may share the experience of doing it with him. Children take turns making a contribution. They also follow the contributions of others. This is true sharing, not imitation. We recognize that a creative experience may not be an entirely original experience, but that children may create by building on, elaborating, or modifying the ideas of others.

It is interesting to notice that each child has a sense of rhythm which is individual. Using accompaniment, to follow the child's rhythmic pattern, rather than giving the rhythmic pattern to the child to follow, helps to free the child.

We use a drum first, since, in this simple percussive instrument, there is no melody—only the beat. As the child becomes more free, we use other forms of accompaniment, each time following the child's sense of time.

Children seem to experience a tremendous amount of physical and emotional release from free movement. If we are careful to capitalize on the child's imagination—his dramatice sense, his seriousness of purpose—we can help this to become a truly satisfying medium for the child. For example, a giggle, a serious facial expression, a sad facial expression which the child uses in connection with execution of his idea may serve to help the teacher believe that this approach may be freeing the child from tension. He is using the medium for expressive purposes.

It is important for the teacher to have some knowledge about movement. This

Children love to experiment with various kinds of movement.

Photo by The Charles Studio, Oneonta, N. Y.

can be obtained by reading certain books. However, a brief description of movement might serve as a guide for the classroom teacher. These points seem important.

The medium of expression in dance is movement. When any person moves through space he has to limit his movement to simple ways of transferring his weight from one place to another. All movement in which the body moves through space, we call *locomotion*. When a person remains in a relatively small space, using the center of the body propelled in any direction, we call it *axial movement*.

By its nature, locomotion movement is confined to walking, running, leaping, jumping, hopping, skipping, sliding, and galloping. These are all possible combinations of locomotion.

By its nature, axial movement is confined to types of swinging, percussive, sustained movement, and various falls.

As children become more free in using movement, we can examine the variety of ideas. We can help guide them by introducing new experiences. For example, instead of using a continuous circle direction we introduce moving sideways, backwards, forward, or diagonally. We utilize intensity of movement—for example, hard and soft, light and dark, big and small, broad and narrow. In all of these experiences we should attempt to appeal to the child's sense of the dramatic. A constant careful emphasis on keeping the program geared to the individual child is important. Each child needs to find joy in creating something of his own with the emphasis on experimentation and the inner satisfactions of doing.

Besides Enthusiasm and Eagerness?

The door is wide open for the creative —recognition on the part of the child who conceives ideas and an honesty and integrity on the part of others in crediting children with their originals.

Janice, whose very slow, deliberate, careful, low-placed movements took her over much space on the floor and whose movements were so fascinating that every child followed with a certain sense of awe, needed the commendation the children gave. When she finally concluded her series of ideas, a volley of remarks such as, "That was good, Janice" filled the group. But Charlie's timely com-

ment, "Janice looked like water. She was fluid," served as a benediction to her movements.

Do we go steadily forward? Not always. Do we just arrive? No. It is slow —as is all of teaching when we take children where they are, accept them, try to remain alert to them. Knowing a child helps us understand regression to simpler movements. It may also serve as a barometer whose falling may become a signal for closer watching. David, whose quick, tight movements had gradually, slowly become long, slow relaxed ones suddenly turned to his tight ones again. We watched. We listened. We learned. David's mother was ill again.

Do these movements *just* grow? Not entirely. We attempt to cultivate an awareness of the different ideas we observe and use. One child may say, "I had two new ideas this time." Or, before the creator has time to speak another child may say, "I liked Phyllis' idea. It was different." We stop and think how they were different; we plan various combinations of ideas; we talk about them later. And so they grow.

Does the teacher participate? Almost always, in the classroom, in the gymnasium, outdoors. Does she ask for her turn or is she asked? Usually the latter. Sometimes it requires waiting on her part. At one time it required weeks before the invitation came from the children. It was thrilling when it came. Chi, who has grown in thinking of others said, "Miss T., why don't you have some ideas today? You have never had a turn." As we sat down after our "turn" we were gratified with the evaluation that followed. "I liked the way you used your arms. It was almost like mine but not the same," said Charlie. "Your ideas were different like ours are different, but you didn't have as many as I did," was Patty's comment. And with that we knew that we, too, belonged.

Understanding and concern for the teacher arise here, too. Clothing places restrictions on following some of the children's movements and the teacher must, of course, drop out for a short time just as some of the children withdraw when they feel the need. Robert, whose heart is a thoughtful one, slipped up close and said, "It's my turn now. My ideas this time will all be ones you can do."

Does this part of the program add to a feeling of greater security? Let Reid's story answer it for him. He had had few experiences with other children. It required weeks and weeks for him to feel even slightly at home. One morning he came into the classroom with just a suggestion of light in his eyes and said, "Do we go to the gym today?" Receiving an affirmative answer his eyes really brightened and he said, "I have an idea." He did—it was a series of ideas—once he started he could not stop. His ideas were very different—not like any other child's. They formed a pattern. When he finished, Jack, who was often ready with caustic remarks for him said, "You're good, Reid!" That was the signal for Tom whose regard for Reid was practically synonymous with Jack's said, "You *are* good!" For the first time we saw a smile that really came from his eyes and for the first time we thought that he felt he really belonged. As time went on, Reid's early morning query was, "Do we go to the gym today? Can we have rhythms here in our classroom?" So, desks and chairs were moved back and rearranged and we used the classroom. Once again the dignity and worth of this individual was reinforced as one of our most important values.

Do we view children differently during rhythms? On the contrary the group has become so conscious of this as a

part of our living together that the experiences we have stimulate them to think in terms of using rhythm as a part of our program. A trip to the heating plant—with all its blackness, grime, and dirt—served as such a stimulus. As the children watched the pistons of a pressure pump with their intriguing movements and picked up the rhythm, Dickie said, "That gives me some ideas for rhythms. When we go back I'm going to use that. I don't know just what it will be, but it will be good."

Must we have accompaniment? We can; we often do; but we do not always feel the need for it. At one point when the children felt they simply must have rhythms, we began to collect some instruments. Marla said, "We don't need instruments. We can work without them. We still have our ideas, even if we don't have music." They had just as many and just as lovely movements. At other times they asked to work without any accompaniment "just for fun since we found we could do it."

How do we go about choosing accompaniment other than the piano? Sometimes the children choose the kind of rhythm instrument they want used. Connie said, "My ideas will need these instruments—the drum, the tambourine and the bells." We thought she had misjudged herself on one occasion, for we could find no place to use the bells. But just before she closed she found a spot where only bells belonged. Patty puts her confidence in us and says, "I'll let you decide. You will know which ones fit my ideas."

This program does not require elaborate equipment. It requires a space where children can work. It also requires forms of accompaniment which the children might desire. Examples of these are drum, piano, symbols, castanets, wood blocks, tambourines.

The most essential part of this program is based on the attitude of the teacher toward the child. The teacher needs to examine carefully any preconceived ideas he may have had concerning the teaching of rhythms. A willingness to attempt something new—a willingness to experiment—a willingness to examine this way of working is essential. A flexibility on the part of the classroom teacher is required if he is to change from a traditional approach to rhythms to an approach which calls for freedom of movement and concern for individual creative ability.

We believe that each child has a sense of rhythm, the development of which depends upon his environment. Each child has a sense of "time" which he has developed as he has lived.

It is the responsibility of each teacher to prepare children for experiences in rhythms. He does this by preparing the environment in such a way that the child may receive those experiences when he is ready. The principle of readiness applies in this approach to rhythms just as it does in other phases of the child's curriculum. Emphasis is placed, continuously, upon the individual child. No pressure is placed upon him to participate. When he becomes interested—some are not at the outset—he will become a participating member of the group. Lack of interest may be one indication of lack of readiness.

The success of the approach is based upon the willingness of the teacher to guide children rather than to direct them. It is a positive approach in which the teacher accepts as valuable everything the child creates. This implies a kind of acceptance on the part of a teacher which helps each child feel that whatever he creates is good. A relaxed, happy child seems to have an improved sense of rhythm.

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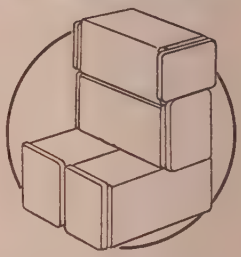

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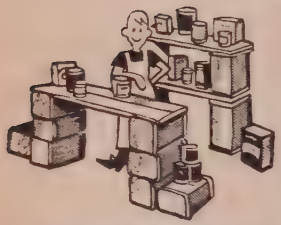

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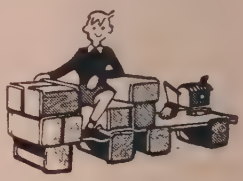

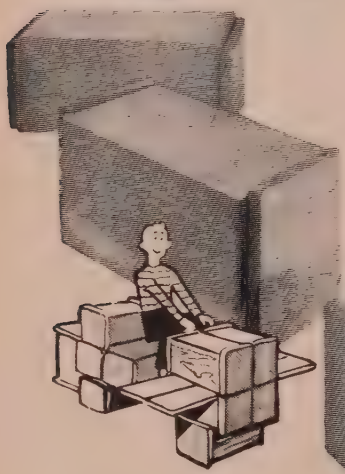

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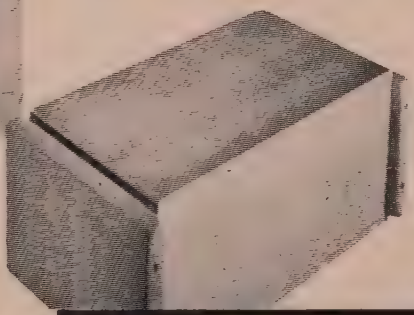

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NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branches

Denver Area Child Care Association, Colorado
Fort Campbell Association for Childhood Education, Kentucky
Concord Association for Childhood Education, North Carolina

New State Association

Louisiana Association for Childhood Education

Reinstated

Fresno State College Association for Childhood Education, California

Change

Jennie Campbell, former president of ACEI, and for a number of years director of elementary education, Utah State Department of Education, Salt Lake City, has accepted a position as professor of education and principal of the laboratory school at Brigham Young University, Provo, Utah.

ACEI Building Fund

A check for $500 has been received from the Illinois Association for Childhood Education, honoring Mary E. Leeper and Olga Adams. The Building Fund now totals $6,086.60.

New Graduate Course at Wheelock College

The president of Wheelock College, Winifred E. Bain, has announced a new graduate course leading to the degree of Master of Science in Education.

The 64-year-old college, which prepares teachers of children in the elementary grades, has secured the approval of the Board of Collegiate Authority of the Massachusetts Department of Education for its plan to extend the present four-year Bachelor of Science in Education course of study to include graduate work for those majoring in education.

This authorization gives Wheelock the privilege of awarding master's and doctor's degrees to candidates completing the appropriate courses of study. Plans for offering doctor's degrees will be held in abeyance until the master's program is well established.

The graduate program will be for two types of people: those who wish to improve themselves and their work with children, and teachers who wish to prepare for new types of positions such as teaching in college laboratory schools, elementary principalships, and school supervision.

Ten-Year Program for National College of Education

A ten-year program to produce more qualified teachers for the nation's elementary schools has been announced by National College of Education, Evanston, Illinois. Termination of the plan will coincide with the College's 75th anniversary. The school is the oldest private college in the nation devoted to preparing elementary teachers.

K. Richard Johnson, president of the teachers college, outlined its three main goals:

> A great teacher program to attract outstanding teachers to the college
>
> A student scholarship fund to encourage more young men and women to enter the teaching profession
>
> A $1,900,000 building expansion program to enable the college to increase its capacity for training teachers.

Cooperation for Children

The Ontario Council for Childhood Education has recently been formed in Ontario, Canada. Ten associations, concerned for the education and well-being of children, are officially represented in this new organization. Other groups are contemplating representation. The Ontario Council for Childhood Education provides a channel through which groups may work cooperatively for children in Ontario. One cooperative endeavor now being planned is a fall conference in 1953.

Southern Regional Conference On Children Under Six

The Southern Regional Conference on Children Under Six will be held at Daytona Beach, Florida, April 16, 17, and 18. The theme of the conference is "The South's Six and One Half Million Youngest Citizens."

For further information write to Susan Williams, Secretary-treasurer, Southern Regional Association on Children Under Six, 3 Chestnut St., Sumter, S. C.

Schools in Defense Areas

The House of Representatives voted a supplemental appropriation of $20,500,000 to help meet the operating expenses of schools in districts overburdened by federal activities. Last year, Congress had approved an appropriation of $40,000,000 for the current fiscal year. This, however, was based on a preliminary estimate that 1400 school districts would be eligible. It now appears that over 2300 school districts will be eligible for assistance and that average payments will be larger than originally estimated because of an increase in enrollments. The $40,000,000 appropriation thus would have been sufficient to pay only about 60 percent of the amounts to which eligible school districts are entitled under this law. This additional $20,500,000 approved by the House will provide for full payments.

Annual Meeting of AHEA

The annual meeting of the American Home Economics Association, a national professional organization for home economists, is scheduled for June 23-26 in Kansas City, Missouri. The president of the American Home Economics Association is Elizabeth Sweeney Herbert, household equipment editor of *McCall's* magazine. The chairman of the program for the annual meeting is Catherine T. Dennis, state supervisor of home economics education of the North Carolina Department of Public Instruction. Mildred Horton, executive secretary, 1600-20th St., N.W., Washington, D. C., will have the responsibility of coordinating all convention activities.

Meeting of WCOTP

The World Confederation of the Teaching Profession will hold its first assembly of delegates in Oxford, England, July 13 to August 4.

WCOTP is an outgrowth of a merger of two international organizations of teachers in Europe with the World Organization of the Teaching Profession. William G. Carr, executive secretary, National Education Association, is secretary general.

National Council on Family Relations

On September 3 the National Council on Family Relations will hold its annual conference at the Kellogg Center for Continuing Education, East Lansing, Michigan. For further information write to National Council on Family Relations, 5757 South Drexel Ave., Chicago, Illinois.

Children's Art to Italy and Ceylon

Art work by American children will decorate international exhibits sponsored by national commissions of Italy and Ceylon. In addition, the U. S. National Commission for UNESCO is sending paintings by American children to the Korean Federation of Teachers in exchange for art work of Korean children being sent to the U. S. under auspices of U.N. Korean Relief (UNKRA).

Planning Elementary School Buildings

The exciting childhood activities of dancing and painting, and the absorbing ones of science and handicraft, as well as the study of the three R's should determine the design of the building which houses them. This is the unique approach to the problems of school planning presented by the authors, N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett in their publication, *Planning Elementary School Buildings*, directed to school boards, civic groups, teachers, parents, and other interested citizens, as well as to professional educators and architects.

Order from F. W. Dodge Corporation, Book Department, 119 West 40th St., New York 18, N. Y. Pp. 275. $12.50.

American School Curriculum

The American Association of School Administrators, NEA, has published the volume, *American School Curriculum*. This is based upon the statement that schools change as society changes and those who plan the school curriculum today must constantly seek the kind of improvements that will prepare all boys and girls to live and operate more efficiently in a free society. Good school community contacts are described as "two-way streets for the exchange of ideas." The publication goes on: "Teachers interpret the school program; laymen explain their views of education. From these informal exchanges of ideas come changes in the instructional program as the school adopts or adapts some of the better suggestions offered by fellow citizens."

Order from American Association of School Administrators, NEA, 1201 16th St., N. W., Washington 6, D. C. Pp. 551. $5.

Books for Children . . .

Editor, VERA PETERSEN

SONG OF THE SUN. *By Saint Francis of Assisi. Illustrated by Elizabeth Orton Jones. New York: Macmillan, 60 Fifth Ave., 1952. Pp. 27. $2.25.* Elizabeth Orton Jones has given us another religious book, the use of which will not be limited to Sunday Schools. This book is one of those that cannot be marked for any particular age group. Four-year-olds in the lap of an understanding and appreciative reader will find much to discover and enjoy, and so too will the eldest in the family.

"Long ago there lived a man who sang a song, not only with his voice but with his whole life, a man who called all things his brothers and sisters; the sun and the moon, water, fire, and wind; a man whose heart was full of joy, full of love for all things, and full of praise to God who made all things. His name was Francis. Saint Francis, we call him today—Saint Francis of Assisi . . ." From his *Canticle of the Sun* Elizabeth Orton Jones has taken the words for *Song of the Sun.* Her detailed and meticulously drawn illustrations bring added meaning to the text.

THE BIGGEST BEAR. *By Lynd Ward. Illustrated by the author. Boston: Houghton, Mifflin Co., 2 Park St., 1952. Pp. 85. $2.75.* Young Johnny Orchard was humiliated because there was never a bearskin nailed up to dry on his family's barn like there were on the barns of the other farmers in the valley.

"Better a bear in the orchard than an Orchard in the bear," grandfather eluded when Johnny questioned him about the bear that had escaped among the apple trees.

"If I ever see a bear I'll shoot him so fast he won't know what hit him. And we'll have the biggest bearskin in the whole valley," determined Johnny, took his gun, and went out . . . What he brought home was a bear—a live one, a very small and hungry one. Months later Johnny's pet *was* the largest bear in all the valley, but his skin never hung on the barn for Johnny's bear was taken to the zoo in the city where his sign reads "Biggest Bear."

Not only time and patience, but great skill

(*Continued on page* 392)

Some Joys of Spring from LIPPINCOTT

THE Make-Believe Twins

By PHYLLIS McGINLEY, author of *The Horse Who Had His Picture in the Paper.* Peter and Penny play at being mermen, lions, pirates, Eskimos, even a pair of storm-tossed steamboats in this perfect rainy day play book for ages 3-8. Illustrated by Roberta MacDonald. $2.50

Nuki

By ALMA HOUSTON. The authentic and exciting tale of Nuki, a young Eskimo boy, who rises to the responsibility of seal-hunting, when he is forced to become 'the man of the igloo.' Illustrated by James Houston. Ages 8-12. $2.65

Here Comes Mrs. Goose

By MIRIAM CLARK POTTER, author of *Hello, Mrs. Goose.* More about the dearly loved Mrs. Goose, whose hilarious scrapes provide funny and happy entertainment for ages 4-10. Illustrated by Miriam and Zenas Potter. $2.65

Fun for Young Collectors

By JOSEPH LEEMING, author of 17 different 'Fun' books. You can add impetus, fun and originality to a child's natural instinct for collecting such things as miniatures, buckles, buttons, and other interesting items. Drawings and diagrams by Jessie Robinson. Ages 10 up. $2.85

Chuck A STORY OF THE FLORIDA PINELANDS

By EVELYN ELKINS. How a boy grows up in the Florida wilderness to conquer his handicap of polio through his love and study of the wild creatures around him. Illustrated by John Gretzer. Ages 11-15. $2.75

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Books for Children

(*Continued from page* 391)

have gone into Lynd Ward's handsome drawings for *The Biggest Bear*. The book is well designed and printed on good quality paper. Four- to eight-year-olds will surely ask you to "read it again!"

CHARLOTTE'S WEB. *By E. B. White. Illustrated by Garth Williams. New York: Harper and Brothers, 49 E. 33rd St., 1952. Pp. 184. $2.50.* If you have been looking for something special for your eight to twelves, *Charlotte's Web* is surely that.

With incredible sensitivity E. B. White has made unforgettable characters of such mundane creatures as a pig, a rat, and a spider. Fern, the little farm girl around whom the story evolves, is the constant benefactor of Wilbur, a near-doomed runt pig, but it is Charlotte who through her devotion to the pig becomes the heroine of this tale.

There is real enchantment in *Charlotte's Web!*

TWENTY AND TEN. *By Claire Huchet Bishop. Illustrated by William Pène Du Bois. New York: Viking Press, 18 E. 48th St., 1952. Pp. 76. $2.50.* Here is a tale that is not pretty—for there is deceit and injustice perpetrated against the innocent. But here is a tale that is beautiful—beautiful in that triumph over evil brings delight to the intellectual and moral senses.

During the French occupation twenty children, taken by Sister Gabriel to the mountains and living apart from their families, agree to keep ten Jewish children being sought by the Nazis. Nine- to twelve-year-olds will be awed by this account of how the French children, in the absence of Sister Gabriel who had been taken captive, outwit the Nazi soldiers and save both the refugee children and themselves.

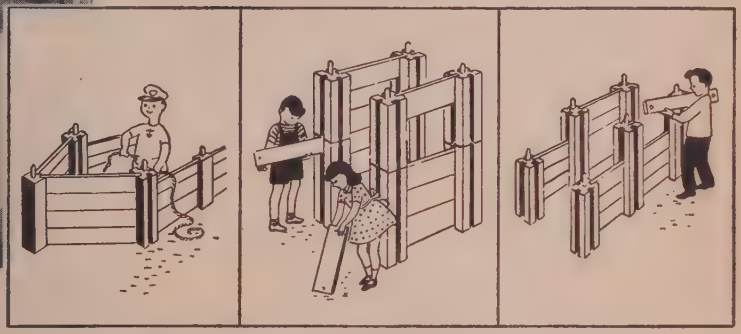
Distinctive drawings by William Pène du Bois convey his sensitivity to the book's message.

CURIOUS GEORGE RIDES A BIKE. *By H. A. Rey. Illustrated by the author. Boston: Houghton Mifflin Co., 2 Park St., 1952. Pp. 48. $2.75.* Forty-eight more pages of vaudeville are now available for Curious George enthusiasts. Hans A. Rey, always generous in making illustrations, has kept the

(*Continued on page* 394)

new improved..

giant sta-put building blocks



builds boats *stores, post-offices, houses* *bridges, etc.*

Now used in over 600 schools, these giant-size blocks provide creative, constructive play for children 4-10 years of age. Redesigned and simplified, they have no nails, rods, confusing holes, etc.—are sturdily built of kiln-dried basswood. Easily managed, suitable for projects and group play.

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Books for Children

(*Continued from page* 392)

text to a minimum on most pages and extended the story through details in his drawings.

Four- to eight-year-olds will have many bursts of laughter over this little monkey's escapades with his newly acquired bike.

AT WORK BOOKS. *By Mary Elting.* MACHINES AT WORK *illustrated by Laszlo Roth,* SHIPS AT WORK *illustrated by Manning deV. Lee,* TRAINS AT WORK *illustrated by David Lyle Millard,* TRUCKS AT WORK *illustrated by Ursala Koering. New York: Garden City Books, 575 Madison Ave., 1953. Pp. 93 in each. $1.50 each.* All of us who have used the larger, paper-bound 1947 edition of *Trucks at Work* will welcome the new edition in compact size and more durable binding. Most of the illustrations have been retained and some new ones have been added in bringing the information up-to-date. The book has been given colorful and interesting end papers. *Trucks at Work* makes exciting looking and listening for second and third graders and rewarding reference reading for children in the intermediate grades.

Ships at Work, first published in 1946, has been re-edited in the 6½" x 8½" size of the new series. This book tells of a sailor's day on an Atlantic freighter and then describes and explains about other kinds of ships. Information in both pictures and text make this an attractive nonfiction book for the eight to twelves.

Trains at Work and *Machines at Work* are both completely new volumes this year. Though planned for the eight- to twelve-year-old group in terms of not too difficult reading, the high interest level of these books will keep younger children, who see the attractive illustrations, tugging at adults to read the books aloud—for what child ever hears enough about steam shovels and trains?

Certain to tickle young funny bones are the amusing glossaries at the end of these books. RAILROADING TALK from *Trains at Work* informs us that to "buckle the balonies" is to fasten the air brake hoses which run underneath all the cars; "a doodlebug" is a little

(*Continued on page* 396)

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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

EXPLORING NATURE WITH YOUR CHILD. *By Dorothy Edwards Shuttlesworth. New York: The Greystone Press, 100 Sixth Ave., 1952. Pp. 448. $3.95.* Written by the editor of *Junior Natural History Magazine,* this book should be welcomed by teachers and parents as an aid to exploring the environment with children. The information included and the way it is organized shows that the author's understanding is definitely functional, rather than trite; so that the facts and suggestions offered should be helpful on excursions to the zoo or countryside and in making interpretations of the surroundings about the home or school. As the title suggests, the topics included are mostly biological, designed to answer the questions children commonly ask about birds, fish, insects, and other animals with which the children come in contact. Practical suggestions are offered in helping children to appreciate and understand flowers, trees, the stars, and the weather.

It is possible to quarrel with some statements, such as, "That the sun stands still (aside from rotating on its axis) has been known since the time of Copernicus," but such limitations are always a hazard where content is simplified for common use.

Teachers and parents will find possession of this book worth while, for the embarrassing questions of children can become stimulating experiences. The adult will have numerous pertinent facts to offer and suggestions to make regarding the keen eyesight of birds, what happens to fish when the water freezes, how to care for turtles, how to collect cocoons, easy indoor gardening techniques, the growth marks on trees, and how to distinguish planets from stars.—*Reviewed by* CLARK HUBLER, *Wheelock College, Boston.*

THE ROLE OF ELEMENTARY EDUCATION. *By Bernice Baxter, Gertrude M. Lewis, and Gertrude M. Cross. Boston: D. C. Heath, 285 Columbus Ave., 1952. Pp. 374. $4.50.* The authors state in the preface: "We have tried to portray the localized needs of children by viewing individual children in as real and convincing a style as possible. For the experienced teachers, these children should bear resemblance to those whom they have taught. To inexperienced teachers, 'The School in Action' (Part IV) should lend a note of reality and should help them to make application of their more abstracted study of elementary education."

The book is divided into five parts:

I. "Education in American Society" discusses the American schools as they reflect American society; the role of the family and the role of the neighborhood and community.

II. "Children Grow and Learn" takes up the human growth and development aspects dealing with the physical, emotional, social, and intellectual.

III. "The Teacher and the Neighborhood" stresses the need for teachers to know facts of child development; of the learning process; of planning educative experiences which meet the needs of individuals and groups and finally discusses the neighborhood school.

IV: "The School in Action" gives vivid pictures of children in nursery school, kindergarten, primary, intermediate and upper unit groups.

V: "Conclusion and Forward Look" gives a brief summary of the teacher's task and a glimpse of elementary education as it faces the future.

At the conclusion of each chapter a pertinent bibliography is given.

Here is a book which gives specific help in knowing what to expect of children of various age levels, what research tells about the ways children learn best, what kinds of experiences are meaningful for children at various age levels, how to set up a good environment. It discusses the ever troublesome problems of promotion, retention, and grouping; and discusses reading, writing, mathematics, and other tool subjects as they act as aids to the growth and development of children. Samples of records and reports, including ways of working with parents; time scheduling for the day's activities; and a vivid picture of a cooperative staff meeting, together with a follow-up meeting for a new teacher, are presented.

While the reader may wonder if some of the examples are consistent with the philosophy presented, may question the advisability of including such a wide variety of topics in any one volume, there is no doubt that *The Role of Elementary Education* is timely, practical, and often inspiring. It

(*Continued on page* 397)

Books for Children

(*Continued from page* 394)

railroad motor car that the section crew uses; and "to give her the grit" is to squirt sand on a slippery track!

WONDER TALES OF HORSES AND HEROES. *By Frances Carpenter. Illustrated by William D. Hayes. New York: Doubleday and Co., 575 Madison Ave., 1952. Pp. 238. $3.* Excellent for reading aloud are these enchanting Old World tales of horses and heroes, tales of winged and wonder horses and even a blue centaur! Curiously intriguing drawings at the opening of each of the twenty-seven tales whets one's imagination to know the tales in their entirety.

Children from nine to twelve can read these stories for themselves, but great charm will be added if an adult will take the time to present a superb reading or telling of them.

COINOMETRY. *By Robert V. Masters and Fred Reinfeld. Illustrated by Howard Simon. New York: Sterling Publishing Co., Inc., 122 E. 25th St., 1952. Pp. 94. $2.50 (Deluxe edition $3.50).* COINOMETRY is a fascinating book for the inevitable collectors in the intermediate and upper grades, and though you yourself are determined not to start another collection of anything, you will be reluctant to keep your word once you see *Coinometry*. With the circulation of this book the United States Mint in Philadelphia is bound to get an unprecedented number of requests for "proof sets" (a cent, nickel, dime, quarter, and half dollar, perfect in condition, and cellophane wrapped to protect the shiny surfaces.)

Because our monetary system is so linked with our history, there should be many peripheral learnings for the readers.

Editor's Note: Lynd Ward has been awarded the Caldecott medal for illustrating *The Biggest Bear* as the "most distinguished picture book for children in 1952." (See review in this issue.)

The Newbery medal "for the most distinguished contribution to American literature for children" in 1952 was presented to Ann Nolan Clark for her book *Secret of the Andes* (Reviewed in CHILDHOOD EDUCATION, January 1953.)

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Books for Teachers

(*Continued from page* 395)

gives encouragement to those who believe the task of education is a far greater one than merely teaching the 3 Rs.—*Reviewed by* ELIZABETH W. CAMPBELL, *Wheelock College.*

DISPLAY FOR LEARNING. *By Marjorie East, Edited by Edgar Dale. New York: Dryden Press, 31 W. 54th St., 1952. Pp. 306. $3.* Read this if you want better organization of your bulletin boards, your exhibits, or other forms of visual aids. The subtitle "Making and Using Visual Materials" describes the practical aspect of this presentation of the value of display in helping people learn. This book covers the theory of display, describes many varied techniques, and explains how to evaluate a display from the point of view: are people changed in some small way from what they were before they saw the display. It can be used as a handbook by teachers of any grade because of its thorough coverage of the materials for display; including models, pictures, drawings, graphs, clippings, and the mediums of duplicating processes, "chalkboards," slides, as well as bulletins, posters, and exhibits. Each material and medium is carefully described or explained and illustrated by numerous drawings and photographs.

There is a quantity of basic knowledge essential to intelligent use of displays. But the quality of the illustrations used and suggestions given, such as the over-simplified chapter on drawing and brief reference to design, is not equal to the excellent purposes set forth for display. The use of the book needs to be supplemented by the good taste in attractive arrangement and discriminating selection of materials that is based on a sound knowledge of art as a visual experience. *Display for Learning* should not only change the observer in some small way, but inspire him by its excellence.—*Reviewed by* GERTRUDE M. ABBIHL, *Wheelock College, Boston.*

THEY LEARN WHAT THEY LIVE. Prejudice in Young Children. *By Helen G. Trager and Marian Radke Yarrow. New York: Harper, 49 E. 33rd St., 1952. Pp. 392. $4.50.* This book tells the story of an experiment in intercultural education in kindergarten and primary grades which was carried on in selected centers in the public schools of Philadelphia. The title is derived from William Heard Kilpatrick's statement which is quoted on the fly leaf: "We learn anything in the degree that we live it, in the degree that we accept it in our hearts for use in life."

The basic hypotheses which were tested were in accord with this theory, specifically: (1) Cultural attitudes toward racial and religious groups are learned early in childhood; (2) Group membership is one aspect of the self concept of young children.

The project was not a research in the laboratory sense but rather a field experiment where, instead of a limited number of variables under controlled conditions there were institutional, personal, community variables.

The work extended over a period of three years, long enough to demonstrate that children's attitudes can change, that adults (teachers and parents) can help them change and that teachers previously unaware of the problems involved can learn how to do this.

To demonstrate the effectiveness of "specific teaching" of democratic values, the project wound up with a seven-week period of experimental teaching in grades one and two in four schools using different values in each of three groups. Pre- and post-experimental tests give evidence that the children responded to the teaching as it was intended either by changing prejudices toward minority cultures to more liberal and friendly attitudes or the reverse according to the teaching in the group to which they were assigned. The third group, the control, made little change.

The final chapters dealing with a summary and application of findings stress the importance of recognizing the early development of faulty social concepts in children. Too often, the authors believe, "young children's expressions of prejudice are minimized and dismissed as being meaningless imitation of adult speech." Further it is important to recognize the diversity in our American culture, rid ourselves of the stereotypes often taught about our way of life, and devote ourselves to teaching the behavior and beliefs children need to learn about their own group membership and good relationships with people of other groups.

The book is full of descriptions and records which add vitality to the account. At the same time the great amount of detail has made for difficulty in organization for which the reader will need to compensate so as not to miss the thread of the message.—W.E.B.

Bulletins and Pamphlets

Editor, MAY I. YOUNG

CHILDREN CAN WORK INDEPENDENTLY. *Bulletin #90. Washington 5, D. C.: Association for Childhood Education International, 1200 - 15th St., N. W., 1952. Pp. 35. 75¢.* Busy work, seatwork, independent work, call it what you will, it is one of the problems of many teachers. In a very few pages, this pamphlet gives suggestions which have been tried out by teachers and children, and which therefore will be valuable to other teachers and children.

Every page brings out the importance of having children develop in real independence —of not waiting to be told what to do next but of being so full of ideas and plans that they can go ahead on their own or in groups.

The room set-up is given consideration. Materials sometimes called "waste," but here given their rightful adjective "priceless," are listed and some of the things which may be made from them are named.

The pamphlet includes several reports from teachers as to how independent work makes for real development of children on varying grade levels.—M.I.Y.

REPORTING PUPIL PROGRESS. *Washington, D. C. Department of Elementary School Principals, NEA, 1201 - 16th St., N. W., 1952. Pp. 48. 50¢.* "The one major objective which outweighs all others in reporting is to provide the information necessary for a sound working relationship between the school and the home in the guidance of the child."

This pamphlet describes the various methods that have been devised to supplement, or to substitute for, the printed report. The need for more effective communication was in every case felt first by the school. Parents worked with the school in varying degrees in three different communities to decide what the new method of reporting should be.

The reactions of parents, children, and teachers after using the newer methods are stated frankly and should be very helpful to anyone planning to revise the system now in use. Read the bulletin and ask yourself: Where are we? What are our next steps? What problems might we encounter?—*Reviewed by* ISABEL C. KELLEY, *principal, Alexander Henry School, Philadelphia.*

IS YOUR CHILD BEGINNING TO STUTTER? *By Elvena Miller, et al, Seattle, Washington: Seattle Public Schools, 1952. Pp. 23.* Parents who read the brochure *Is Your Child Beginning to Stutter?* will find that most of their fears regarding the repetitions and hesitations of the speech of their preschool children are unwarranted. The booklet emphasizes the importance of the role of adults in their attitudes and reactions toward the child and his speech.

Widespread but mistaken ideas about the causes of stuttering are mentioned briefly. Contributing factors are discussed with practical suggestions for avoiding or eliminating them.

Miss Miller has had wide experience as Supervisor of Speech Correction in the Seattle Public Schools. She, therefore, is familiar with the unfavorable results of the so-called "helps" adopted by well-meaning parents and others; "helps" that serve only to make the children more fearful of speaking situations.

Although this pamphlet is intended "for the parents of non-fluent children," teachers and others interested in children will find many helpful hints within these pages. Titles of additional carefully selected reading material are included.—*Reviewed by* MARGARET MCCAUSLAND, *special assistant in charge of speech correction, Philadelphia Public Schools.*

YOUR CHILDREN'S HEALTH. *By J. Roswell Gallagher, M. D. Chicago: Science Research Associates, 57 W. Grand Avenue, 1952. Pp. 48. 40¢.* The major portion of this pamphlet deals with the very important question of maintaining good health, although children's diseases are by no means neglected. Emphasis is placed upon observing the child's own physical growth pattern rather than relying only on charts which give so-called averages or norms.

The nutrition problem is set forth very clearly. The pages devoted to "healthy attitudes toward health" give excellent advice to both parents and teachers as to their responsibilities for influencing the child in developing a realistic understanding of illness without an emotional overconcern for his health. —M.I.Y.

THE 6 R'S. *Washington 25, D. C.: Office Education, FSA, 1952. Pp. 22. 10¢.* Every once in a while the school has need of a forceful yet simple booklet to strengthen its

explanation of why more money is needed for education. This pamphlet could well be used with parent groups, businessmen, or with anyone who seems indifferent to the demands for budget increases. It is vividly pictured with cartoons which make for interesting reading. The material included could be used to stimulate discussion on this very important and timely topic.—M.I.Y.

WHAT DOES RESEARCH SAY ABOUT ARITHMETIC? *By V. J. Glennon and C. W. Hunnicutt. Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1201 - 16th St., N. W., 1952. Pp. 45. 50¢.* Two major purposes are served by this bulletin: first, the well-organized material offers a survey of the most up-to-date ideas about the teaching of arithmetic; second, the many references may be followed through if further study on any point is desired. The arrangement is such that the reader may turn to specific questions, as: What do we know about arithmetic readiness? Is arithmetic in the core curriculum? What about drill? Workbooks?

Since controversial subjects are included, this bulletin will be found both challenging and informative by many teachers.—M.I.Y.

HOW TO USE HAND PUPPETS IN GROUP DISCUSSIONS. *By Jean Schick Grossman. New York: Play Schools Association, Inc., 119 W. 57th St., 1952. Pp. 52. 60¢.* Excellent descriptions of ways in which the author has utilized puppet dramatization in dynamic group discussions. Mrs. Grossman indicates how the method was used with children 8 to 11 years old, with parents, and with professional groups. She gives in some detail the leader's preplanning, how the group looks "in action," and their evaluation of the project.

The puppet play itself is but the starting point—for playwriters, actors, and audience—for the discussion that follows. During this discussion, all participants share responsibility.

Throughout the pamphlet, there is constant emphasis upon the skill, the understanding, and the social sensitivity of the group leader. It is brought out, too, that this method gives the skilled leader opportunity to learn much about the participants that is helpful in further planning with and for the group.

The pages on "How to Make Hand Puppets" give directions and drawings that are clear and easy to follow.—*Reviewed by* A. ADELE RUDOLPH, *Philadelphia.*

PROFESSIONAL BIBLIOGRAPHY FOR PRESCHOOL TEACHERS. *New York: Mills College of Education, 66 Fifth Ave., 1952. Pp. 9. 25¢.* Every once in a while we need to find material on a specific topic in a hurry. An up-to-date reference list such as this one on the young child is of great help in such a situation. It contains names of periodicals as well as books, and also lists (with addresses) the associations which publish pertinent materials.—M.I.Y.

GETTING ALONG WITH PARENTS. *By Katharine Whiteside-Taylor. Chicago: Science Research Associates, 57 W. Grand Ave., 1952. Pp. 40. 40¢.* Written especially for the boy and girl in the upper elementary and junior high schools, this pamphlet discusses family frictions and problems.

The author presents both the parent's and the child's points of view in these situations which can be so distressing in the life of the adolescent child. After reading the realistic explanations and suggestions for solving these "parents problems," the teen-ager will be helped to get along better not only with his parents but with people outside of his home as well.—*Reviewed by* DOROTHY HARDY.

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Over the Editor's Desk

We Want To Do It Better As this is being written the plans for the 1953-54 issues of CHILDHOOD EDUCATION are being made by members of the Editorial Board. They have turned to many readers for ideas but in case they missed you, let the next three items stimulate your ideas.

These Are Problems As I See Them . . . "I enjoyed reading the magazine although I'm not teaching this year. I had such satisfying experiences with children last year and miss them now. However, the thing I was most disturbed about: What can a new teacher do about all the problems and situations that arise and she cannot cope with alone? In a small school with no supervisors or elementary principals, one soon finds that the superintendent is overworked, doesn't have the time for what seem to be petty problems to him, and really doesn't have as much training in the elementary field.

"Isn't it easy to find fault with the education one has received? Now I can look at it objectively and see many flaws. Many teachers need help badly. There are almost too many problems that overlap to be able to improve anything. Doesn't it ever make you feel frustrated when you think of all the things being done wrong and to have so little power to do anything about it? If only teachers and prospective teachers could be jolted out of their lethargy and realize what is happening around them.

"If only the community of adults could be educated along with their children. Many adults seem to feel that their children should be educated in the same restricted standards by which they themselves have progressed. A teacher will eventually throw up her hands in despair and finally conform to old methods and ideas simply because she has met too much opposition and ignorance.

"In Dr. Hopkins' 'Guiding Learning,' he spoke of the wide gap between what is learned and what is taught. I think a great deal of the trouble began in college when prospective teachers found they could not connect the theories being taught to them to the actual teaching that was in the future for them. One cannot teach without preparatory instruction and yet it is hard to absorb and learn in college when the full significance cannot be realized until one is actually teaching. It is a vicious circle isn't it?"

Childhood Education Has Helped Me . . . "I live and work in a town of 500 people. As I was returning from the post office with the January number of CHILDHOOD EDUCATION under my arm, I passed for the second time a group of nine- and ten-year-olds sliding with their sleds on an icy hill. This time I could see trouble brewing. A new nine-year-old boy in the neighborhood had joined the group. Being a loquacious child he called to me, 'I'm making the kids scatter!'

"And he was! He was disregarding the rights of others and was deliberately sliding into other children and their sleds. I felt as though I should interfere but I didn't. As I walked on to my home a block away, I could hear the children pleading. 'Don't Floyd, please don't!'

"I felt like a 'heel' leaving those children I had taught in first grade. How could I help them?

"When I reached home, I put down my mail and groceries and began shoveling my walk. The atmosphere was so clear that I could easily hear the children's voices as I worked. Carol, who had been very shy at the age of six, had risen to the occasion and was numbering each one. She announced that each one would take his turn at the right time and would wait for the others to get down the hill. Floyd tried to take his turn anyway but Carol was firm.

"I came into the house feeling greatly refreshed and settled down to read CHILDHOOD EDUCATION. The topic 'How Do We Face Problems' sounded good. After reading the article by Lilian Mould 'Are We Overprotecting Children?' I felt better. I had helped those children. I could go on helping this year's group with greater assurance."

We Need Your Ideas Particularly As we began planning in February, the topic "Learning and Accepting Ourselves" was included. Will you look back at the March 1953 issue, "Knowing What To Do About Our Limitations." The topics are somewhat similar. Give us some suggestions of what you wish might have been covered. It will help us for next year.

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